Instructor:Agency Field Instructor and Faculty Liaison

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Phone: 410-706-7187

Office: Office of Field Education

Semester: Fall 2023 and Spring 2024

Office Hours: 9:00AM – 5:00PM

Format**:** Traditional at Field Practicum Agencies

Class Room: Approved Agency

Class Time: Tuesday/Wednesday/Thursday or Two days/week September - July

Campus: Baltimore and/or Shady Grove

**COURSE DESCRIPTION**

Advanced Macro Field Practicum is taken after successful completion of the foundation curriculum. Students may complete their advanced macro field practicum by selecting one of two models: 1) three days a week in field practicum (generally Tuesday, Wednesday, and Thursday) or 2) two days a week from the beginning of the academic year through July. This is a six credit course each semester, for both models. **Student registered for advanced field practicum must also be enrolled in an advanced practice methods course (SWOA) during both semesters of advanced field practicum.**

The student’s macro placement must be approved to match their concentration and specialization (and sub-specialization, when applicable). The advanced macro field education program provides integration of conceptual models presented in the classroom with supervised practice in community agencies. The macro field education experience is guided by ethical standards provided in the Social Work Codes of Ethics, a focus on the development of professional identity and critical thinking, an emphasis on cultural competence and respect for all aspects of human diversity and principles of human rights and justice and the student’s achievement in the nine CSWE Social Work Competencies.

Students are expected to move toward mastery and integration of Social Work Competencies, behaviors, knowledge, skills, values, and cognitive and affective processes.

Placement settings include the range of opportunities available to Macro practitioners including large public agencies, nonprofit philanthropies, small community-based social action organizations, private sector firms, community development corporations, advocacy institutions or innovative multi-agency collaboratives. It is expected that all Macro placements will provide students with either management, community organizing, or policy practice learning opportunities.

**PREREQUISITES**

SOWK 635 Foundation Field Practicum I

SOWK 636 Foundation Field Practicum II

SOWK 630 Social Work Practice with Individuals

SOWK 631 Social Work Practice with Communities and Organizations

SOWK 632 Social Work Practice with Groups and Families

**KNOWLEDGE, SKILLS, VALUES, and COGNITIVE and AFFECTIVE PROCESSES**

At the end of the course students will have the following knowledge, skills, values, and cognitive and affective processes:

**Knowledge**

1. Demonstrate an integrated professional identity, and the ability to reflect on communication style, values, cultural differences and bias, and their impact on interactions with clients and/or community constituents.
2. Identify and apply professional social work values and ethical standards according to the NASW Code of Ethics, and state, federal, agency and institutional standards.
3. Acknowledge the historical and current nature of social service practices, including understanding of the cultural, social, political and environmental context in which clients/constituents exist, and identify gaps in service.
4. Consider the impact of social, economic and environmental issues and policies on clients in order to work from a culturally competent framework, and engage in the advancement of social, economic, and environmental justice.
5. Identify the importance of implementing community, organization, and policy intervention models and techniques that are based on research and practice.
6. Recognize and respond to factors that influence development of policy, legislation, services and/or funding at all service levels.
7. Identify trends in service delivery, knowledge development, and technology that will impact the future of social work practice.

**Skills**

1. Critically evaluate ethical considerations and dilemmas and apply an ethical decision making model.
2. Identify relevant social justice issues, and strategies to advocate for community access to resources.
3. Recognize the presence of “isms” and their resultant attitudes and behaviors and know how to intervene to combat them appropriately and effectively.
4. Demonstrate ability to advocate for clients/constituencies at all systems levels within the context of social, cultural, economic and environmental indicators.
5. Demonstrate ability to engage with diverse communities and stakeholders to gain an understanding of community concerns in order to promote equity for disadvantaged clients/constituencies at all systems levels.
6. Facilitate inclusive community or organizational assessments that are strengths-based and collaborative.
7. Collaborate with colleagues, stakeholders and/or clients regarding policy and advocacy, and targeted or desired change by identifying strategies for building on existing community strengths.
8. Document and analyze community information to determine appropriate interventions
9. Review progress toward goals with community or agency stakeholders using appropriate measures/tools, discuss outcomes and facilitate discussions regarding next steps.
10. Critically analyze current practice theories, programs, policies, trends, and modes of service delivery to determine effectiveness and need for change.
11. Evaluate interventions with organizations and/or communities and modify interventions based on findings.
12. Demonstrate written and verbal skills that reflect appropriate advanced practice strategies/behaviors.
13. Incorporate management theories appropriate to social work practice.
14. Demonstrate the ability to identify how federal, state and local policies, regulations, and programs impact practice.

**Values**

1. Become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk.
2. Discuss the implications of applying social work values to past and future research on and practice with persons who historically have suffered disadvantage and oppression.
3. Identify and evaluate research, program evaluation and practice assessment as they apply to the profession to ensure an ethical and culturally competent approach to practice.
4. Practice according to the NASW Code of Ethics.

**Cognitive and Affective Processes**

1. Express openness to reflecting on communication style, values, cultural differences and bias, and their impact on interactions with community constituents.
2. Demonstrate professional use of self, integrated professional identity, and the importance of self-awareness in professional relationships, including the impact of one’s own values and behaviors on practice, and the importance of professionalism.
3. Actively and intentionally engage in supervision and consultations that promote self-reflection, professional growth, and development.
4. Apply an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.
5. Identity the way in which personal emotions and bias influence thinking and subsequently behavior.
6. Demonstrate the capacity to perceive and discern multiple sources to form a professional recommendation /finding.

**REQUIRED READINGS OR TEXTS**

Student Field Education Orientation Handouts:

<https://www.ssw.umaryland.edu/media/ssw/field-education/Student-Orientation-Handouts-2022.pdf?&>

MSW Field Education Manual:

<https://www.ssw.umaryland.edu/media/ssw/field-education/Field-Manual-2022-2023.pdf?&>

National Association of Social Workers (NASW) Code of Ethics:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**ADDITIONAL RECOMMENDED RESOURCES**

**Recommended Readings:** None

**ASSIGNMENTS AND GRADING**

Achievement of student competency outcomes will be measured through successful completion of the following assignments. Note: Link for the Field Education Calendar and Field Education Manual: <https://www.ssw.umaryland.edu/field-education/field-calendar--manual/?&>

1. Time Requirements at Placement

2. Learning Agreement: Each student will develop an electronic learning agreement with their Field Instructor and submit it to their Faculty Field Liaison. Learning Agreements are based on the nine competencies and respective behaviors, and include a sampling of activities appropriate to demonstrate building competence in those macro behaviors. The Learning Agreement is a tool to guide the field practicum experience, an agreement between student and field instructor on the content of that experience.

3. Weekly Supervision: Students and Field Instructors will participate in scheduled weekly education conferences. These conferences should take the form of tutorial sessions for a minimum of one hour per week and should include a discussion of competency behaviors, process recordings, learning agreement, and provide an opportunity for self-reflection and feedback/assessment. Students are required to create the agenda for each session, and should plan and be prepared to discuss those, as well as other issues deemed relevant by the Field Instructor.

4. Monthly Reports and Timesheets: Students will submit electronic Monthly Reports and Timesheets to their Faculty Field Liaison by the 5th of each month. Monthly reports require the student to describe their client macro activities, group interventions, administrative projects, challenges during the reporting period, ways in which they have integrated course and field practicum work, frequency and quality of supervision, and progress on other assignments.

5. Process Recordings: Students are required to submit three *Macro Intervention Process Recordings* each semester by the 5th of the month in the Electronic Field Notebook. Students are required to complete a narrative description of the presenting issue/goal, description of the event/intervention, exploration of their role, identification of feelings and emotions in response to the intervention, discussion of the dynamics of power, oppression, and diversity and self-assessment of the overall effectiveness of the intervention, and content learned. In addition, identification of “next steps” to continue moving toward the goals and personal insights on how to improve skills and knowledge. Students must submit each process recording to their field instructor for written comments and discuss the process recording during supervision.

**GRADE CONSTRUCTION**

A mid-semester assessment is completed by the Field Instructor during a student’s first and second semester of advanced placement. At the end of each semester the Field Instructor with advice and consultation of the Faculty Field Liaison reviews the student’s performance with the student and submits an electronic assessment. Students are graded on a PASS/FAIL basis. The Faculty Field Liaison assigns the final grade. For additional information, see **Grading**, MSW Field Education Manual.

As soon as a Field Instructor identifies that a student is at risk of failing or performing at an *unsatisfactory* or *needs* *improvement* level for one and/or more behaviors, they should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student’s performance then the Faculty Field Liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, Field Instructor, and Faculty Field Liaison. Students who are concerned about their performance are strongly encouraged at any point during their practicum to ask their Field Instructor for feedback during their weekly supervision sessions.

At the end of each semester as part of their evaluation, Field Instructors will assign a competency rating score based on student performance for each advanced macro competency behavior.

The field practicum ratings are:

* **Outstanding**: Student CONSISTENTLY EXCEEDS expectations related to the identified behavior
* **Proficient**: Student CONSISTENTLY MEETS expectations related to the identified behavior
* **Developing**: Student GENERALLY MEETS expectations related to the identified behavior
* **Needs Improvement**: Student INCONSISTENTLY MEETS expectations related to the identified behavior
* **Unsatisfactory**: Despite being given opportunities, the student NEVER or RARELY MEETS expectations related to the identified behavior
* **No Opportunity**: Student did not have an opportunity to demonstrate the identified behavior

**LATE ASSIGNMENTS**

**Field Practicum Assignments**: All assignments for this course will be submitted in a timely manner. Consistent lateness in the submission of assignments will affect the assessment of student performance.

**Academic Integrity**

Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty, including plagiarism, will be treated seriously, as described in the *MSW Student Handbook* and could result in course failure*.*

**ADA Disclosure and Accommodation Requests**

Students with Disabilities: It is the policy and practice of the University of Maryland Baltimore to create inclusive learning environments. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with the Office of Educational Support and Disability Services (ESDS). For more information, visit [http://www.umaryland.edu/disabilityservices/](https://umail.umaryland.edu/owa/redir.aspx?C=7ef647bbb6a347ab93f106181a22a87b&URL=http%3a%2f%2fwww.umaryland.edu%2fdisabilityservices%2f)

To avoid any delay in the receipt of accommodations, you should contact ESDS as soon as possible. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Any student registered with ESDS is welcome to contact the instructor as soon as possible for assistance in coordinating the approved accommodations for this course.

For detailed information pertaining to disability services (policies and procedures), students can access the Student Handbook on the SSW website and access the Appendices Link and then click onto the documents titled Policy & Procedures for Students with Disabilities and UM Guidelines for Documenting a Disability*.*

**STUDENT OUTCOMES**

Advanced Macro field practicum is part of the program’s competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)’s Educational Policy and Accreditation Standards (EPAS) as revised in 2015. CSWE has delineated nine competencies that must be adequately addressed in an MSW curriculum as listed below.

**Council on Social Work Education (CSWE) Social Work Competencies**

The following are the nine CSWE competencies that all MSW students should demonstrate upon completion of their Advanced Macro Field Practicum.

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate individuals, families, groups, organizations, and communities

The corresponding behaviors for each competency (listed below) will be measured in this course to assess students’ achievement of these competencies. Achievement of competence is demonstrated by behavior, and behavior is demonstrated with incorporation of the knowledge, values, skills, and cognitive and affective processes associated with the competency.

**COMPETENCIES and 17 ADVANCED MACRO BEHAVIORS ASSESSED IN SWOA 794 & 795**

**Competency #1: Demonstrate Ethical and Professional Behavior**

1.1 Macro: Conduct one’s self professionally while engaging in a variety of macro professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher or manager) as appropriate for the practice setting.

1.2 Macro: Employ strategies of ethical reasoning and problem solving in assessment, intervention, and evaluation of organization, community, and policy practice.

1.3 Macro: Communicate information in a manner that is appropriate for the target audience and for the medium of choice (e.g., advocacy brief, social media, budget, grant proposal, presentation, etc.)

**Competency #2: Engage Diversity and Difference in Practice**

2.1 Macro: Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially with marginalized populations.

**Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice**

3.1 Macro: Demonstrate an understanding of structural systems of inequality and apply this understanding to one’s organization, community, or policy work.

**Competency #4: Engage in Practice-informed Research and Research-informed Practice**

4.1 Macro: Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions.

4.2 Macro: Develop a research question that can inform policy, programs, or practice.

4.3 Macro: Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice.

**Competency #5: Engage in Policy Practice**

5.1 Macro: Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and or programming in an area of practice.

5.2 Macro: Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society.

**Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities**

6.1 Macro: Use strategies collaboratively with people from diverse economic, political, social, and cultural backgrounds, and/ or from marginalized communities to promote sustainable change and equity for oppressed client groups, communities, organizations, institutions, or society.

**Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities**

7.1 Macro: Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and synthesis to inform intervention.

7.2 Macro: Synthesize and differentially apply theories, constructs, frameworks and models of human behavior and the social environment to guide assessments and planning macro practice.

**Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

8.1 Macro: Identify appropriate intervention and how it is relevant to client/constituent system.

8.2 Macro: Implement a problem-solving sequence when intervening in an organizational, community, or policy practice setting.

8.3 Macro: Make use of changing technology or innovations that contribute to understanding and addressing problems affecting organizations, communities, or policy.

**Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

9.1 Macro: Evaluate the effectiveness of interventions or best practice with programs, organizations, communities, or policy.

**Course Structure/Requirements**

For a description of the field practicum course requirements for all students, please refer to the appropriate sections in the MSW Field Education Manual. <https://www.ssw.umaryland.edu/media/ssw/field-education/Field-Manual-2022-2023.pdf?&>

**Class Attendance and Field Practicum Schedule**

For a description of attendance requirements for all students, please refer to the appropriate sections in the MSW Field Education Manual. For a description of the schedule of field practicum days for all students, please refer to the appropriate sections in the MSW Field Education Manual and the Field Education Calendar found at: <https://www.ssw.umaryland.edu/field-education/field-calendar--manual/?&>

**Teaching Methodology**

Please refer to the following in the MSW Field Education Manual:

1. Role and Expectations for Field Instructor
2. Role and Expectations for Faculty Liaison
3. Role and Expectations for Student

**Conduct at Field Practicum**

Disruptive behavior at field practicum settings interferes with the teaching and learning process and provision of client services. The Field Education Code of Conduct described in the Student Orientation Field Education Handouts and signed by each student in the Electronic Field Notebook identifies the areas of expected student behaviors.

**Class Participation**

For a description of participation requirements for all students, please refer to the appropriate sections in the MSW Field Education Manual.

**Use of the Electronic Field Notebook (EFN)**

The Electronic Field Notebook (EFN) is the online system through which students submit their assignments, receive feedback from their Field Instructor, and keep their Faculty Field Liaison informed of their progress.

**The Electronic Field Notebook (EFN) Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with the EFN you can: Inform your Faculty Field Liaison for guidance and assistance. If the Faculty Field Liaison is unable to answer your question, contact the Office of Field Education at  [fieldeducation@ssw.umaryland.edu](mailto:fieldeducation@ssw.umaryland.edu)