

OHIO UNIVERSITY  
Department of Social Work

**SOCIAL WORK 691, 692, & 693, ADVANCED FIELD PRACTICUM, I, II & III  
ADMINISTRATION SPECIALIZATION**

**This is a supervised field placement for second-year graduate students for fall, winter, and spring quarters.**

***INSTRUCTORS AND OFFICE HOURS***

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Mon. 3-5; Wed. 12-2

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**COURSE SUMMARY**

These three master's level specialized field courses in the clinical specialization assist the student in progressively building upon the substructure of knowledge, skills, values, and ethics of social work practice which was acquired during the foundation field experience. Within a context of academic work in the four curricular areas and in conjunction with an individual placement in an agency in rural Appalachia and a close mentoring relationship with a field instructor, the student will develop advanced administrative practice skills, will strive to clarify personal and professional values and ethics, and will further solidify a professional identity. Within this framework, the specialized administrative field practicum prepares the student for advanced social work service delivery for rural families, which involves interventions with medium to larger systems.

A second-year field placement is required for all students in the graduate program. The second-year specialized field placement in the administrative specialization requires the student to spend 20 hours per week during the fall, winter, and spring quarters in a social service agency (refer to the *Field Education Manual* for further information on required weekly hours). The agency selected for the student's field placement is one that fits with the student's professional development goals and is selected through a process of mutual collaboration involving the student and the field education office.

These three field courses, described in this syllabus, are designed to address most of the educational objectives of the social work program. Refer to the *Field Education Manual* for further information on program objectives. The field practicum also provides an authentic setting for student research projects and includes a commitment to community service.

Utilizing the structure of the seven goals of field education, as incorporated into the student's learning contract, the student is guided through the field practicum, which incorporates theories of human behavior and social work practice; issues of diversity, cultural competence, societal prejudice, and social justice; social work values and ethics; organization and policy analysis; research; and practice evaluation.

The specific practicum learning objectives subsumed under each goal are progressive and comprehensive in terms of providing a complete learning experience at the advanced administrative level. These objectives are specific to each quarter of the field experience and, along with the seven goals, are presented in the *Field Education Manual*.

All of these elements come together to form the basis of the student's learning contract. Into this outline, the student will incorporate actual learning activities or tasks. This integration of goals, objectives, and tasks leads to an individualized contract, which spells out the expectations for the student for each quarter separately (refer to the *Field Education Manual* for further explanations related to the learning contract). The student's actual learning tasks and activities chosen for a given quarter will be derived from the following: the student's learning goals and interests, the student's level of knowledge and skill, the opportunities available at the agency, and the availability of appropriate supervision.

## **COURSE OBJECTIVES**

The seven goals of field education, as outlined in the field manual, are indeed the objectives for the course. These seven goals of field education, along with subsumed learning objectives and inclusive of the learning tasks selected by the student and the field instructor, make up the field curriculum and address most of the social work program objectives. The seven goals of field are as follows:

1. Pursue professional self-development with a commitment to social justice and professional values and ethics (relates to Program Objectives A1, A2, A4M, A5, A6, A7M, A8, B5, and C1).
2. Illustrate "use of self" in relation to client systems, the field instructor, and agency personnel with a particular appreciation for cultural and social diversity in rural environments (relates to Program Objectives A1, A2, A3, A4M, A5, A7M, and A8).
3. Promote integration of the agency and the community human service delivery systems as resources to perform social work roles (relates to Program Objectives A1, A3, A4M, A5, A7M, A8, and B5).
4. Formulate and utilize the professional helping relationship in engaging and working with the client system to identify strengths and goals (relates to Program Objectives A1, A2, A3, A4M, A5, and A7M).
5. Develop interventions which are culturally and age appropriate and which are sensitive to potentially vulnerable and/or oppressed groups, while working with individuals, families, small groups, organizations, and communities in rural environments (relates to Program Objectives A1, A2, A3, A4M, A5, A6, A7M, A8, and B5).

6. Demonstrate the importance of and the implications of transitions as they relate to diverse populations in multiple practice settings, particularly those in rural environments (relates to Program Objectives A1, A2, A3, A4M, A5, A7M, A8, and B5).
7. Support evaluation and develop research skills and methods as important components of social work practice (relates to Program Objectives A4M A5, A6, A7M, B3, B4, and B5).

## ***ATTENDANCE POLICIES***

Weekly attendance in field is required for completion of the field courses and for course credit. The field practicum consists of 600 hours: 200 hours for 4 credits for fall quarter, 200 hours for 4 credits for winter quarter, and 200 hours for 4 credits for spring quarter. These hours must be completed within the quarter. In conjunction with his or her field instructor, each student arranges a schedule for field hours in at least half-day blocks of time. Following the concurrent model, the student's field schedule should include field hours for each week of classes, and hours should not be stockpiled, completed early, nor extended into finals' week or inter-quarter breaks.

All field hours that are missed must be made up within the quarter. Once the field practicum begins, scheduling issues are to be resolved with the field instructor, and such resolutions should be congruent with the previously stated guidelines. Unresolved scheduling issues must be brought to the attention of the field director. Any deviation from the above policies, no matter how slight, must be brought to the attention of the field liaison.

## ***GRADING POLICIES***

The field practicum is graded as **Credit or Fail** and reflects the student's performance in social work practice, ethical behavior, and professional development. The grade is assigned by the field liaison and is largely based on a written evaluation generated by the field instructor with the help of the student. The individualized evaluation, which is based on the learning contract, documents actual completion of the student's learning tasks as well as the quality of the work and exceptional achievement; it also identifies areas for further growth and learning. In addition, information obtained from field visits or other contacts with the field instructor or student may be considered in determining the grade.

Both the learning contract and the evaluation are signed by the field instructor, the student, the augmented field instructor (if applicable), and the field liaison and become part of the student's permanent record in the department.

**Note: The student must complete all field hours for the applicable quarter. Failure to complete the required field hours for the quarter will impact the student's grade. No student who sustains a single failing grade in the field practicum will be retained in the program. Students may also be placed on academic probation or be terminated from the program for academic misconduct or a violation of the NASW Code of Ethics in the field or in the classroom (see *Field Education Manual*).**

## ASSIGNMENT REQUIREMENTS

1. Field Practicum Hours: The student must complete and document 360 hours of social work practice in a local or regional agency, under the supervision of a field instructor at that agency that is currently affiliated with the social work department. Refer to the *Field Education Manual* for complete details.
2. Learning Contract: Field activities and assignments are dictated by the student's learning contract. Each student must generate a learning contract based on the seven goals of field education, program-level objectives, and learning tasks available at the agency. Field goals, program-level objectives, and directions for constructing the learning contract can be found in the *Field Education Manual*. The student has the responsibility to consult with the field instructor regarding activities available at the agency and to prepare the learning contract, which is to be submitted to the field liaison by the due dates outlined in the calendar section of the *Field Education Manual*. It is the student's responsibility to fulfill the learning contract or to notify the field instructor or the field liaison immediately if fulfillment is not possible.
3. Evaluation: The evaluation, "Evaluation of Student in the Field," is due at the end of the quarter. Consult the *Field Education Manual* for a description and directions. This document, which is a periodic evaluation of the student's fieldwork and which provides recommendations for the student's growth, is initially formatted by the student and submitted to the field instructor for preparation. After discussion of the contents of the evaluation with the field instructor, the student submits the document to the field liaison by the due date outlined in the *Field Education Manual*.

## ACADEMIC MISCONDUCT

Academic misconduct is a Code A violation of the Ohio University Code of Student Conduct. Academic misconduct refers to dishonesty or deception in fulfilling academic requirements. It includes, but is not limited to, cheating, plagiarism, un-permitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one's work, or submitting the same assignment in different courses without the consent of the instructor. If you are found to be involved in academic misconduct, you may receive a grade penalty for academic misconduct and/or a referral to the university judiciaries, which may subject you to the full range of sanctions (reprimand, disciplinary probation, suspension, or expulsion from the university).

## **EDUCATIONAL EQUITY AND DISABILITY SERVICES**

During the field placement process, the student is given opportunities to declare a disability situation and to discuss accommodations with both the field liaison and the field instructor. This early disclosure should be taken advantage of. Therefore, in order to obtain accommodations pertaining to agency assignment, to the field placement activities and projects, or to assignments which are due to the field liaison (e.g., learning contract or evaluation), it is the responsibility of the student to notify both the field instructor and the field liaison, well in advance of the course, of his or her registration with the Office of Disability Services and of the particular accommodations that are needed and recommended. The office is located at the Office for Institutional Equity (OIE), Crewson House, corner of Court and Mulberry Streets; telephone is as follows: 740-593-2620.

### **REQUIRED READING**

Other than the *Field Education Manual*, no specific readings are required by the field office. Individual field instructors may suggest or require articles or books for that particular setting, and, of course, readings from the practice classes and other classes would be relevant to the field practicum.

### **COURSE OUTLINE FOR FALL QUARTER**

If this is a new agency for the student (students have the opportunity to change agencies after the first year of the graduate program), he or she will begin the field placement with some observation and orientation. For example, they will be provided with an orientation to the agency and to the client systems and are provided with opportunities to observe agency administrators. The students will be actively involved in this process and will quickly seek sufficient information to understand and analyze the setting and its relationship within the community's network of services and with state and local policies. For students continuing within the same agency as the foundation year, the orientation will necessarily be brief and would include an orientation to a different role, team, or service area.

In conjunction with final-year practice classes, the student, with supervision, will begin to apply knowledge of social work practice, such as assessment, intervention, and practice evaluation skills, with client systems. In the beginning of the quarter, it is expected that for some activities, the student will work closely with other agency staff, either as partners or in teams. For other activities, the student will be working independently but will be closely supervised. Throughout the placement, the student will have many opportunities to be observed in various administrative roles and will receive concrete feedback to be utilized in future opportunities with clients and client systems. The focus for this quarter is on identifying relevant administrative concepts and theories and on learning to execute administrative roles in a supportive environment. As the student demonstrates readiness, the student's responsibilities will increase and involve more challenging responsibilities. All of the student's activities throughout the quarter are outlined in the student's learning contract.

The activities of the field practicum address Program Objectives A1, A2, A3, A4M, A5, A6, A7M, A8, and C1.

Integration with academic classes: During winter quarter, the student is learning various theories pertaining to administrative practice with mezzo and macro systems in rural communities. For SW 644, Social Work Administration, the students complete analytical assignments utilizing critical agency information and personnel. The assignments consist of an analysis of an administrative issue, a case study presentation, and an administrator interview. For SW 661, Social Work Research Methods, the student has direct, hands-on experience with the research process by formulating a research proposal which involves a research question related to the student's placement agency.

### **COURSE OUTLINE FOR WINTER QUARTER**

By the beginning of this quarter, students assume increased responsibility pertaining to assignments from the field instructor and/or other agency members. Students also receive an appropriate level of ad hoc and regularly scheduled supervision from the field instructor or others, which is provided based on the student's level of independence and the level of complexity of the practice assignments. These assignments are outlined in the student's learning contract and usually continue throughout the remainder of the academic year. They are oriented toward offering the student experiences in applying administrative theory and analysis and principles of agency and resource management to social work practice at the administrative level. Armed with an understanding of these models of management and at the mezzo to macro level, students are involved in assessment, problem definition, goal formulation, planning and implementation, and practice evaluation at an even greater level of skill and complexity.

The nature of the student's assignments varies according to the practicum setting. In each setting, the student is offered the opportunity to carry out various social work roles and tasks at the advanced level. At the beginning of the quarter, the student would be functioning in a professional role similar to other agency administrators but would be performing fewer and less difficult work assignments. Towards the end of the quarter, the student assumes responsibility for more complex practice assignments, and the quality and quantity of the student's work increases throughout the quarter as the student builds knowledge and skills. With guidance from the field instructor, the student is expected to research and apply appropriate administrative models to agency management tasks and opportunities. The activities of the field practicum address Program Objectives A1, A2, A3, A4M, A5, A6, A7M, A8, B4, B5, and C1.

Integration with academic classes: Integration of the field practicum with the practice classes consists of various academic assignments that are linked with the field experience as follows: One such assignment, for SW 600, The Rural Social Agency, provides the student with an opportunity to apply principles of agency organization and service delivery within the context of the student's placement agency. The student also has the opportunity to prepare a grant in response to current agency issues.

## ***COURSE OUTLINE FOR SPRING QUARTER***

During spring quarter, students assume greater responsibility for practice assignments in depth and breadth. This increased responsibility occurs within the context of an increase in independent work on the part of the student with strong behind-the-scenes supervision on the part of the field instructor. The nature of the student's assignments varies according to the practicum setting, and all assignments are documented in the student's learning contract. The activities of the field practicum address Program Objectives A1, A2, A3, A4M, A5, A6, A7M, A8, B4, B5, and C1.

By the end of the quarter, the student will be functioning in the role of independent social worker within the agency such that the student is able to design, plan, and implement administrative interventions with a variety of mezzo to macro populations and is able to evaluate his or her own practice.

Integration with academic classes: For SW 642, *Designing Rural Services*, the student prepares a presentation and a paper analyzing an organization and its planning process; this project may coordinate to the field placement agency. SW 663, *Practice and Program Evaluation*, which incorporates the research project described above, the student focuses on data analysis and the final paper on research findings.