CENTRAL TEXAS COLLEGE
MENTAL HEALTH SERVICES DEPARTMENT
SYLLABUS FOR CMSW 1167
PRACTICUM (OR FIELD EXPERIENCE)
CLINICAL AND MEDICAL SOCIAL WORK

Semester Hours Credit: 1
Contact Hours: 160

INSTRUCTOR:_______________________
OFFICE HOURS:_____________________

I. INTRODUCTION

A. An intermediate type of health professions work-based instruction that helps students gain practical experience in the discipline, enhance skills and integrate knowledge. The emphasis is on practical work experience for which the student has already acquired the necessary theoretical knowledge and basic skills. Direct supervision is provided by the clinical professional. This practicum is to consist of practical, general training, and experiences in the workplace through assignment to a specific field placement. An individualized student plan is developed to facilitate placement and will support the students’ activities, training and experience, participation, and competency evaluation. Chosen activities will be based upon the student’s general, academic course of study, and their specialization option. Students will be required to journal and process their experiences. The following workplace issues will be reinforced: confidentiality, documentation, legal/ethical, management of inter/intra personal crises, diversity, interviewing, resume writing, and workplace etiquette. The guided external experiences may be paid or unpaid. Liability insurance, transportation, physical exam, documentation of required immunizations, criminal background check, CPR/First Aid, and medical insurance will be provided by the student. Prerequisites: Departmental Approval, CMSW 1309, DAAC 1319, DAAC 2354, PSYT 1329, PSYT 2321, PSYT 2331.

B. This course is required to meet the curriculum requirements for the Central Texas College Advanced Certificate and the Associate in Applied Science Degree in Mental Health Services with an At-Risk Youth specialization; and the Associate in Applied Science Degree in Mental Health Services with a Social Work specialization.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field.

D. This course is the Capstone Experience for the student exiting the program with
an Advanced Certificate in Mental Health Services with an At-Risk Youth Specialization, or the Associates in Applied Science degree in Mental Health Services with an At-Risk Youth or Social Work Specialization. It provides a final external learning experience that allows the student to apply broad knowledge of the profession.

E. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Practicum, the student will:

A. Discuss the value of the field placement site experience as it relates to mastering the theory, concepts, and skills involving the tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, and legal systems associated with working in a Social Work environment, or with an at-risk youth population. (F1, 2, 5-17; C1,3-20)

B. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this intermediate field placement experience. (F1,2, 5-17; C1,3-20)

C. Process the significance of personal and professional growth and development in working effectively in a Social Work environment, or with an at-risk youth population. (F1,2, 5-17; C1,3-20)

D. Examine the impact of competency and experience on ethical decision making as it applies to a field placement work experience in a Social Work environment, or with an at-risk youth population. (F1, 2, 5-17; C1,3-20)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

*Program Threads:* Communication
Legal and Ethical Practices
Effective Helping
Diversity
Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.
The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4).
- **Information**: acquires and uses information (C5-C8).
- **Interpersonal**: works with others (C9-C14).
- **Systems**: understands complex interrelationships (C15-C17).
- **Technology**: works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

### III. INSTRUCTIONAL MATERIALS

A. **Required Text**: There are no required texts for this course. Students are encouraged to use text books and learning guides from pre-requisite courses as reference material.

B. **Other Instructional Materials**:

The current Mental Health Services Student Handbook, reference Information specific to students pursuing the Associates in Applied Science Degree with a Social Work Specialization.

Texas State Board of Social Worker Examiners  
Texas Department of State Health Services  
E-mail: lsw@dshs.state.tx.us  
Telephone: (512) 719-3521 or (800)232-3162  
Website: [http://www.dshs.state.tx.us/socialwork/](http://www.dshs.state.tx.us/socialwork/)

CMSW 1167
IV. COURSE REQUIREMENTS

A. Reading Assignment: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: Assigned written work is detailed in the Modules in this syllabus. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted by the instructor.

C. Class Performance: Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

V. EXAMINATIONS

A. There will be no examinations in this practicum course.

B. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as a soon as possible.

VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>FINAL GRADE COMPUTATION</th>
<th>POINTS POSSIBLE</th>
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<tbody>
<tr>
<td>Discussion Assignments</td>
<td>36</td>
</tr>
<tr>
<td>120 Practicum Hours Completed, and Documented on Log Sheet: in correct form, on each due date</td>
<td>15</td>
</tr>
<tr>
<td>Journal: in correct form, complete, submitted on each due date, weekly</td>
<td>15</td>
</tr>
<tr>
<td>Competency Self Evaluation 1 &amp; 2 [5 points each] By Supervisor</td>
<td>10</td>
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<tr>
<td>Letter of Inquiry and Resume</td>
<td>15</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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<tr>
<td>Numerical Grade</td>
<td>Letter Grade</td>
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<td>----------------</td>
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<tr>
<td>90-100</td>
<td>A</td>
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<td>80-89.9</td>
<td>B</td>
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<td>70-79.9</td>
<td>C</td>
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<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “I” for Incomplete is
recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. **Cellular Phones and Beepers**: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans With Disabilities Act (ADA)**: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.

G. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Discrimination Policy**: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.
VIII. COURSE OUTLINE

A. Module 1: Introduction

1. **Learning Outcomes:** Upon successful completion of this module, the student will be able to: (F1,2,5,7-17; C1,3,4,5-20)
   - Know something about each student in their class.
   - State the expectations for the course.
   - Contact the instructor with any concerns or questions.
   - Know what they want for a practicum site.

2. **Learning Activities:**
   a. **Read:** (F1,2,5-17; C1,3,4,5-20)
      - Introduction
      - Use the resources in the resource folder and pick a topic that interests you to read about on the web.
      - Read the documents in the Form folder to find out about how to do your journal and other requirements.
   b. **Discussion Board Assignments:** (F1,2,5-17; C1,3,5-20)
      1. Introduce yourselves (name, major, interest, etc.) to one another.
      2. Type in your responses to the following:
         - Identify the things that you had difficulty in accomplishing in meeting the requirements to actually start practicum hours in a facility. Identify the way in which you problem solved, and what the outcome was to the difficulty you had.
         - Describe the agency that you will be completing your practicum hours. Identify the name and location of the facility, the type of services that are provided there, the age/sex/diagnostic categories of the clients there, and what you expect to done there.
         - From the practicum contact that you submitted to the instructor; identify the schedule that you will keep and when you anticipate having your practicum hours completed.
      3. Attach a small picture if you like --this can help your classmates and instructor to get to know you better.
      4. Respond to the rest of your discussion 1 item. You can go back and add another thread as desired.
      5. Post any questions in the General Q & A Forum. Be sure to be specific with the name of the document for which you are asking the question.
   c. **Written Assignment:** (F1,2,5-17; C1,3,5-20) Complete Journal Entry 1.
B. **Module Two: The Value of Field Placement Experience**

1. **Learning Outcomes:** Upon successful completion of this module, the student will be able to: (F1,2,5,7-17; C1,3,5-20)
   - Identify the theoretical concepts upon which to build for a successful field placement experience in a social work or at-risk youth environment.
   - Discuss the skills, tools, materials and equipment necessary to work in a social work or at-risk youth environment.
   - Relate procedures used in identifying, assessing, treating and/or referring in a social work or at-risk youth environment, to regulations, laws and interactions within and among the political, environmental and legal systems.
   - Delineate the values that will facilitate a successful field placement experience in social work or with the at-risk youth population that incorporates all of the following: personal values, values dictated by laws and ethics of the profession, and values dictated by the work place.

2. **Learning Activities:**
   a. **Discussion Board Assignments:** (F1, 2, 5-17; C1, 3-7, 9-20)
      1. Post in the Discussion Board a summary of your activities in your practicum site.
      2. State one positive and one negative experience that you have had.
      3. Ask for help from your peers or your instructor in problem solving a particularly issue, or state a problem and what you did to resolve it. Include any ethical issues or social work values that became apparent during the resolution of the problem.
      4. Read and comment to one of your peers as they have completed this discussion assignment
   b. **Written Assignments:** (F1,2,5-17; C1,3,5-20)
      1. Review the video clip by Daniel Goleman “Compassion”. Write a short review of the Goleman video. Explain your thoughts on it and how you would apply the information discussed to your placement experience.
      2. Participate in a competency evaluation by the practicum site supervisor/designee/course instructor and utilize it for personal and professional growth and development in the area of valuing the field placement experience. Use the supervisor's evaluation form as a guide. Use the competencies on the second page of the form to refer to when you are meeting with your Supervisor/Volunteer Coordinator. You do not use this form for this meeting as you will use this one for the exit evaluation. This meeting is meant to be an opportunity to get some mid semester feedback from your Supervisor. You will write up the meeting and submit it to your Instructor.
      3. Complete Competency Self Evaluation 1. (F1, 2, 5-17; C1, 3-7, 12-20)
      4. Complete Journal Entry 2. (F1, 2, 5-17; C1, 3, 5-20)
      5. Submit Practicum Hours. (F1, 2, 5-17; C1, 3-20)
C. **Module Three: Ethics and the Practicum Experience**

1. **Learning Outcomes:** Upon successful completion of this module, the student will be able to: (F1,2,5,7-17; C1,3,4,5-20)
   - Delineate the elements of ethical behavior in the practicum experience.
   - Identify agency, state and federal policies and procedures as they apply to abuse issues.
   - Identify a comprehensive list of essential safety practices.
   - Discuss the following workplace issues: infectious diseases, legal/ethical, management of inter/intra personal crises, diversity, interviewing, resume writing, and workplace etiquette.
   - Characterize appropriate verbal and written communication skills.

2. **Learning Activities:**
   a. **Discussion Board Assignments:** (F1,2,5-17; C1,3, 5-20)
      1. Read the notes and the links included in the notes then participate in a discussion on the discussion board (HIPAA, Disclosure of Information, Dual Relationships).
      2. Discuss with your peers the approach used in your setting to assist clients. (ie strength based philosophy - worked or directed, etc.)
      3. Discuss with your peers the efficacy and efficiency of the method used at your practicum site
      4. Discuss with your peers your thoughts on the lecture notes you read on HIPAA, Disclosure of Information, Dual Relationships. Make sure you comment on your peers and have an active discussion.
   b. **Written Assignments:**
      1. Submit a documentation note using Narrative, SOAP, or DAR. (F1,2,5,7-12; C1,3,5-8)
      2. Submit Practicum Hours. (F1,2,5-17; C1,3-20)
      3. Submit Journals 3, 4, 5. (F1,2,5-17; C1,3, 5-20)

D. **Module Four: Professional Growth and Development**

1. **Learning Outcomes:** Upon successful completion of this module, the student will be able to: (F1,2,5,7-17; C1,3,4,5-20)
   - Identify personal growth and development needs to facilitate effective work in a social work environment or with the at-risk youth population.
   - Identify professional growth and development needs to facilitate effective work in a social work environment or with the at-risk youth population.
   - Examine the interrelatedness of meeting personal and professional growth and development needs and effectively working in a social work environment or with the at-risk youth population.
2. **Learning Activities:**
   a. **Discussion Board Assignments:** (F1,2,5-17; C1,3-7, 12-20)
      1. Select one of your Documentation Notes and post it on the Discussion Board.
      2. Read one of your peers entries. Provide feedback to a peers entry that has not been responded to. Provide that peer feedback regarding the following issues:
         - Is the note correct according to the lecture notes provided? Why or why not?
         - Are the legal/ethical guidelines of documentation followed? Give examples of why or why not.
         - Was the note informative - if you had been working the that client, would the note give you important/useful information?
         - State one other piece of constructive feedback for the peer.
   
   b. **Written Assignments:**
      1. Submit Journals 6, 7, 8, 9. (F1,2,5-17; C1,3, 5-20)
      2. Submit Practicum Hours. (F1,2, 5-17; C1,3, 5-20)

E. **Module Five:** Competency and Experience

1. **Learning Outcomes:** Upon successful completion of this module, the student will be able to: (F1,2,5,7-17; C1,3,4,5-20)
   - Identify the essential competencies necessary to work in a social work environment or with the at-risk youth population.
   - Discuss how those competencies vary in different settings in the social work environment or for the at-risk youth population.
   - Discuss how the competencies necessary to work in a social work environment or with the at-risk youth population applies to the practicum experience.
   - Examine the interrelatedness of competency and experience on ethical decision making as it applies to the practicum experience in social work or with the at-risk youth population.

2. **Learning Activities:**
   a. **Discussion Board Assignments:** (F1, 2, 5-17; C1,3-7, 12-20)
      1. Review your Competency Self-Evaluation #2. Pay special attention to D. Demonstrates Knowledge and/or Skill at an Intermediate level for the Competencies Unique to Social Work or with the At-Risk Youth Population.
      2. Share with your peers one specific experience that you have had that has increased your knowledge and skill.

   b. **Written Assignments:**
      1. Submit Practicum Hours. (F1, 2, 5-17; C1, 3, 5-20)
      2. Submit Journals 10, 11, 12. (F1, 2, 5-17; C1,3-20)
F. **Module Six: The Culmination Stage**

1. **Learning Outcomes:** Upon successful completion of this module students will be able to: (F1,2,5,7-17; C1,3,4,5-20)
   - Apply what you know about ending phase of group experience to this placement.
   - Create a letter of inquiry and a resume.
   - Discuss your strengths and weaknesses with your supervisor.
   - Give and take feedback.

2. **Learning Activities:**
   a. **Discussion Board Assignment:** (F1,2,5-17; C1,3-7, 12-20) Post a summary of the most positive and most negative thing that occurred to you during your practicum hours. Be careful to protect client and agency confidentiality. Reflect not only on the experience, but how it has helped you grow and develop in this field. State how you problem solved issues during this practicum - who you went to for help, what resources you used to discover needed information. State how this experience has assisted you in selecting a specialty within social work or solidified your intent to work with at-risk youth.
   b. **Written Assignments:**
      1. Write a reflective paper (1-2 pages) that addresses the following questions or thoughts: (F1,2,5,6,7-17; C1,3,5-20)
         - Think back to times in your life when you faced endings. What was it like for you and how did you handle them?
         - Can you make general statements about how you handle leaving?
         - What will be the most difficult part of ending this practicum?
         - If you have clients, patients, residents, customers, or students, how will you approach termination with them? When will you tell them your leaving? How will you tell them goodbye? How do feel about saying goodbye to them?
         - Think about your supervisors. What are some of the things you have learned about them? What do you most appreciate about them? What would have to have had different in your work with them? Is there anything you would like to say to them (even if you can't say it to them?)
         - Are there other individuals at your placement you want to say goodbye to?
         - How are you going to acknowledge or celebrate the end of your practicum?
      2. Submit Competency Self Evaluation 2. (F1, 2, 5-17; C1, 3-7, 12-20)
      3. Submit Practicum Hours. (F1, 2, 5-17; C1, 3-20)
      4. Complete Journal Entry 10, 11, 12. (F1, 2, 5-17; C1, 3, 5-20)
      5. Submit the Site Supervisor’s Evaluation. (F1, 2, 5-17; C1,3-20)
      6. Participate in an exit interview with your supervisor and instructor independently. (F1,2,5,6,7-17; C1,3,4,5-20)