

Social Work 494/495 Section 2
Social Work Practicum (4-8 credits)/Social Work Practicum
Seminar (1 credit)

Virtual Classroom:

Dates of class meetings for SW 495 Sec II: 9/16/22, 9/30/22,
10/14/22, 10/28/22, 11/11/22, 12/2/22, 12/16/22

*Classroom meeting link located under the Zoom tab in CANVAS

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PHONE: 715-346-2444 (office); 715-302-8574 (personal cell)
OFFICE: SCI B339

In Person and Virtual Office Hours: Tuesdays, Wednesdays, and
Thursdays, 9:30- 11 AM.

Stop in my office: SCI B339

Or

Join my virtual meeting room:

[https://wisconsin-
edu.zoom.us/j/98242853377?pwd=QnN2QjRuRHpVL2NNTmxSVTNNMVF
Qdz09](https://wisconsin-edu.zoom.us/j/98242853377?pwd=QnN2QjRuRHpVL2NNTmxSVTNNMVFQdz09)

Meeting ID: 982 4285 3377 Passcode: 224759

COURSE PREREQUISITES

Admission into Field; Must be concurrently enrolled in SW 494 and SW 495

COURSE WEBSITE

<http://canvas.uwsp.edu>

FIELD EDUCATION HANDBOOK (on the home page in Canvas)

REQUIRED READINGS (on the homepage of CANVAS)

NASW Code of Ethics, NASW Standards for Cultural Competence, and NASW Standards for Technology

COURSE DESCRIPTION

The Social Work Practicum is a required component of the social work curriculum. It is the mechanism by which all elements of the curriculum may be tested, applied, and integrated. It builds upon the total social work curriculum and is the forum within which the student may exercise knowledge, values, skills, self-awareness, and self-evaluation. The Social Work Practicum involves placement of students in agencies under the direction of professional social workers who have agreed to act as Practicum Supervisors. The Practicum Supervisor, working together with the faculty Field

Coordinator, provides the student with an opportunity to further integrate the knowledge, skills, and values necessary for social work practice.

Practicum is the final step in preparing students as entry level social work practitioners. Beginning with an orientation to the agency and the relevant client systems, students gradually assume more independent responsibility. Throughout this learning process, there is an emphasis on a systems approach to generalist practice as students work within systems of various sizes.

The Social Work Practicum (SW 494) must be taken for a total of 8 credits (400 hours). Depending on student and agency needs, the student may do this during one semester or over the course of two semesters. Students must enroll in the Social Work Practicum Seminar (SW 495) each semester that they are in Practicum. This seminar involves weekly meetings and assignments designed to further integrate social work practice and theory to the agency setting, increase knowledge of and identification with the social work profession, learn about community resources through interaction with other students, set goals, and process client and agency experiences with the Field Coordinator and other practicum students.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES

Graduates of the social work major are expected to demonstrate the integration and application of the ten core competences identified by the Council on Social Work Education (CSWE) as evidenced by their associated practice behaviors. Upon successful completion of the practicum and seminar, student should be able to demonstrate achievement of all of the expected knowledge, skills, and values-based learning outcomes identified in this section below. Practicum experiences and seminar content and assignments are designed to introduce, reinforce, and/or emphasize practice behaviors and assist students in developing the social work core competencies.

Students will be evaluated by the faculty Field Coordinator for the seminar component and collaboratively by the faculty Field Coordinator and the Practicum Supervisor for the practicum component. Seminar evaluation will be based on success with completion of the seminar requirements listed in the next section. Practicum evaluation will be conducted by use of the Field Instrument, which evaluates student ability according to the CSWE student outcomes.

1. Demonstrate Ethical and Professional Behavior

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
- d. Use technology ethically and appropriately to facilitate practice outcomes.

- e. Use supervision and consultation to guide professional judgment and behavior.
- 2. Engage in Diversity and Difference in Practice**
 - a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
 - b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
 - c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 - 3. Advance Human Rights and Social, Economic, and Environmental Justice**
 - a. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - b. Engage in practices that advance social, economic, and environmental justice.
 - 4. Engage in Research-Informed Practice and Practice-Informed Research**
 - a. Use practice experience and theory to inform scientific inquiry and research.
 - b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
 - c. Use and translate research findings to inform and improve practice, policy, and service delivery.
 - 5. Engage in Policy Practice**
 - a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.
 - b. Assess how social welfare and economic policies impact the delivery of and access to social services.
 - c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 - 6. Engage with Individuals, Families, Groups, Organizations, and Communities**
 - a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
 - b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
 - 7. Assess Individuals, Families, Groups, Organizations, and Communities**
 - a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with Individuals, Families, Groups, Organizations and Communities

- a. Critically choose and implement interventions to achieve goals and enhance capacities of clients and constituencies.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- a. Select and use appropriate methods for evaluation of outcomes.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SEMINAR REQUIREMENTS (135 points total)

1. **Learning Plan (20 Points).** All interns are responsible for completing a learning plan, using the template posted in Canvas. **The learning plan will indicate how you will meet and demonstrate all nine of the CSWE competencies.** (Make sure that your outcomes are specific and measurable.) This is to be completed within few weeks of your internship start date, but it can be adapted over the course of your internship. The plan should be initially completed by the student in consultation with the agency supervisor, and then reviewed and approved by the agency supervisor. This assignment is designed to aid in goal setting, to enhance communication regarding internship expectations, and to help with evaluating intern progress. Please submit the signed learning plan to the submission box in Canvas by the assigned due date.
2. **Summaries (40 Points).** Students are to write summaries/reflections of their practicum experiences. Summaries should a minimum of one to two pages, typed and submitted to the Dropbox six times in the course of the semester. Please see

course schedule for due dates of summaries. The aim of this assignment is to allow a mechanism for students to reflect on and process their experiences and for the instructor to monitor the internship and offer guidance as needed. They are not to be shared with field supervisors. Summaries can be written in various ways depending on student preference. Some choose to discuss the most significant things that have occurred during the summary time period. Others choose to highlight one day during the summary time period to offer a snapshot of what they are experiencing in their internship. **Please do not simply provide a task list of what you did each day at your internship.** Please submit these to the assignment box in Canvas. Though these are reflective assignments, attention should be given to grammar, spelling, organization, and clarity. Regardless of format, summaries should include:

- a. The dates being reflected upon.
- b. The number of hours to date completed at the agency.
- c. A discussion of internship activities.
- d. The feelings that you are experiencing in response to activities participated in and to the field placement in general.
- e. The thoughts you are having in response to activities participated in, what is being learned, and the field placement in general.
- f. How you feel you are progressing towards your internship goals and objectives.
- g. What you feel are your current strengths and areas in need of improvement.
- h. Any questions/ concerns that you have for the instructor and/or the class to address.

(Social Work Competencies, 1, 2, and 9)

- 3. First Semester Students—Agency Presentation (40 Points)** All first-semester interns will develop a formal power point presentation about their agency. Your presentation should include information about the structure, funding, and mission of the agency; agency history; the client population served; services provided; roles and approaches of the social worker; training and experience necessary to successfully apply for a position; how diversity impacts agency services; major local/state/federal policies that impact services, and strengths and needs of the agency. You will not be presenting in person. As such, your presentation should be clear and thorough enough to make sense without a verbal narrative. NOTE: Students interning in a very large agency (for example, Portage County Health and Human Services) should given an overview of the agency, but focus mainly on the specific program they are interning in (for example, Child Protective Services). (Social Work Competencies 1, 2, 3, 4, and 5)
- 4. Second Semester Interns: Case Scenario Presentations (40 Points).** All second semester interns are responsible for bringing one case scenario with discussion questions to the seminar session for discussion. The case scenario should be taken directly from the agency experience. Jess will assign you a specific class for your presentation. Interns should come prepared to lead discussion on the psychosocial and/or ethical issues involved in the situation, the needs that the particular client had, social work approaches used, client strengths, relevant agency/community resources,

and how the situation has been handled thus far. Students may bring in a scenario that is still pending, and may choose to ask the class to problem solve potential responses. The scenario and questions MUST be outlined via power point and should be submitted to Canvas on the day of your presentation. Recommended presentation/discussion time is 15 minutes. **Do not use any identifying information when discussing your case scenario.** (Social Work Competencies 1, 6, 7, 8, and 9)

5. **Internship Artifact (20 points):** In the course of your internship, you will be positively contributing to the agency's work in a number of ways, through service provision, case management, resource connection, coalition work, group facilitation, organizing events, assisting with agency initiatives and more. You will identify one way you positively contributed to the work of the agency by uploading an artifact to showcase your contributions. Prepare and upload a document that you could potentially put in a professional portfolio, present to a group of stakeholders, or bring to an interview. This is a flexible assignment due to the diverse internship sites. Examples of artifacts from your Internship may include, but are not limited to:
 - Brochures/Pamphlet you created for the agency
 - Newsletter entry
 - Infographic
 - Resource guide you prepared for agency clients
 - A sample of curriculum or lesson you prepared for group facilitation
 - Flyer of an event you assisted with
 - A description of a project you worked on
 - Certificate of completion of a training

6. **Student Evaluations:** At the end of each semester, students are required to turn in the following forms:
 - a. **Field Evaluations:** Agency field supervisors will complete a midterm and/or final evaluation to assess student progress at the end of each semester. The field coordinator will email a Qualtrics survey to your field supervisor approximately three weeks before they are due. Students should plan to provide field supervisors with their field logs for confirmation.
 - b. **Student Self-evaluations:** At the end of each semester students should complete the self-evaluation to describe personal strengths, progress, skill development, and future goals or areas of needed improvement related to his/her internship. The link to this survey is located on the homepage of our Canvas course website.
 - c. **Site Evaluation:** This form is to be completed at the completion of your internship. In order to ensure that your educational needs were met satisfactorily, and in an effort to improve placements for future students, please complete this list of questions about your placement agency. This form is located on the homepage of our Canvas course website.
 - d. **Field Logs:** Students are required to turn in the field log form documenting internship hours and activities at the end of each semester. This form must be provided to the agency field supervisor and uploaded to Canvas. This form is also located on the homepage in Canvas.

RECOMMENDATIONS

1. Students are encouraged to keep a binder to aid in the collection of handouts, journal entries, resources and completed assignments. Part of being an effective social worker is the ability to be resourceful. As students progress through their internship, they are encouraged to collect community and educational resources.
2. Students are also encouraged to create a professional portfolio that can be used at job interviews. A portfolio can include things like resume, transcripts, academic awards, training certificates, intern evaluations, letters of recommendation, etc.
3. Interns are encouraged to actively work on their documentation skills as part of their internship. Most agencies integrate this into the experience, but students should be prepared to seek out documentation opportunities. Examples of such opportunities include documenting client telephone contacts and face-to-face interactions, updating agency forms and manuals, taking notes at meetings, and assisting with grant writing.
4. Interns are encouraged to visit other agencies throughout the course of the semester. An important part of learning about the internship host agency is learning about affiliated resources. Interns may want to take tours of other related agencies, gather brochures and other literature, and/or schedule meetings with workers to learn about their programs.

COURSE POINTS

Attendance=	15 pts
Learning Plan=	20 pts
Summaries=	40 pts
Agency Presentation=	40 pts
OR	
Case Presentation=	40 pts
Internship Artifact=	20 pts
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Total	135 pts

GRADING SCALE

A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 & below

WRITING ASSIGNMENTS

All summary assignments should include complete sentences and appropriate paragraphs. Spelling and grammar should be checked. No identifying client information should be included in any of your written work. Professional and respectful language should be used at all times.

LATE PAPERS/INCOMPLETES

Students are expected to complete course work by the date that it is due. Students are responsible for contacting the instructor to negotiate for any alternate dates. This must be done before the due date. The same process is necessary to request an incomplete. If

no extension request is made prior to the due date, assignments that are turned in late will only receive partial credit. No late assignments will be accepted two weeks after the due date.

PLAGIARISM

Using the words or ideas of another person without proper citation will result in a failing grade for the course and may lead to other disciplinary action. Any quotation, specific fact, or major idea taken from a book, article, or other source must be cited with its page number within your paper, as well as being included in a reference list at the end of the paper.

INCLUSIVITY STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. I last completed UWSP's SafeZone training on: 4/19/21.

CONFIDENTIALITY

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them. Much of this class will be spent discussing situations that involve real people- clients, agency personnel, community members, and ourselves. It is important that students refrain from utilizing actual client names and other identifying information during the course of discussion, in presentations, and in correspondence with the instructor.

EQUAL ACCESS FOR STUDENTS WITH DISABILITIES*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Location: 108 Collins Classroom Center (CCC), 1801 4th Ave.,
Phone: 715-346-3365 • Email: drc@uwsp.edu

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science 234 Collins Classroom Center (CCC), ext 3568	Academic and Career Advising Center, 209 Collins Classroom Center (CCC), Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

Other Campus Policies

FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the Title IX page for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act, is that

the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

EMERGENCY PROCEDURES

In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet in the lobby of the DUC. Notify instructor or emergency command personnel of any missing individuals.

In the event of an active shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.

RIGHTS AND RESPONSIBILITIES

For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at <http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>.

CLASS TOPICS AND ASSIGNMENTS

Week 1 (9/9/22)- NO CLASS

Week 2 (9/16/22)

- Introductions
- Review Syllabus
- Discussion on Professionalism, Roles, and Responsibilities
- Discuss Learning Contracts
- Student Check-ins
- Content Focus: CSWE Competencies 1

Week 3 (9/23/22)- NO CLASS

Assignment: Summary One due by midnight on 9/23/22

Week 4 (9/30/22)

- Professional Ethics and Boundaries Tips and Refreshers

- Assignment: Review the NASW Code of Ethics
- Content Focus: CSWE Competency 1
- **Assignment: Learning Contract Due by midnight on 9/30/22**

Week 5 (10/7/22)- NO CLASS

Week 6 (10/14/22)

- Topic: Applying for MSW programs
- Student check-ins
- Content Focus: CSWE Competency 1 and 2
- Assignment: Case study presentation- 2nd semester interns
- **Summary Two due by midnight on 10/14/22**

Week 7: (10/21/22)- NO CLASS

Week 8: (10/28/22)

- Social Work Certification
- ASWB Exam Preparation
- Student check-ins
- **Assignment:** Review social work licensing requirements on the Wisconsin Department of Safety and Professional Services website. (Students who intend to move to another state after graduation are encouraged to research licensing requirements in that state)
- Content Focus: CSWE Competency 1, 6, 7, 8, and 9
- **Assignment: Summary Three Due by midnight on 10/28/22**

Week 9: (11/4/22)- NO CLASS

Week 10: (11/11/22)

- Employment and Career Development
- Student Check-ins
- Case study presentation- 2nd semester interns
- Content Focus: CSWE Competency 1
- **Agency Presentations Due by Midnight on 11/11/22- (1st semester students)**

Week 11: (11/18/22)- NO CLASS

Week 12: (11/25/22)- No Class, Thanksgiving break

Week 13: (12/2/22)

- Topic: Networking and Professional Development
- Student Check-ins
- Assignment: 2nd semester students: case study presentation
- Content Focus: CSWE Competencies 1, 2, 4, 6, 7, and 8

- **Assignment: Summary Four due by midnight on 12/2/22**

Week 14: (12/9/22)- NO CLASS

Week 15: (12/16/22)

- Course Wrap-up
- Assignment: Internship artifact “show and tell”; Class discussion related to internship take aways, goals, and next steps
- Student Check-in
- Discuss exit exam, evaluations
- Content Focus: CSWE Competencies 1, 2, 6, 7, 8, and 9
- **Assignment: Internship Artifact due by Midnight on 12/16/22**

Week 16- (12/21/22)- Class will not meet during finals week.

- **Complete Program SWEAP Assessment.** Link to online assessment will be emailed to you by Professor Zlimen Ticho. Due: 12/21/22
- **Assignment: Evaluations and field logs Due 12/21/22**