

**Social Work 494/495**  
**Social Work Practicum (3-8 credits)/Online Social Work Practicum Seminar (1 credit)**  
Summer 2018

**INSTRUCTOR**

Jess Bowers, MSW, APSW

OFFICE: 452 CCC

PHONE: 715-302-8574 (cell)

E-MAIL: [jess.bowers@uwsp.edu](mailto:jess.bowers@uwsp.edu)

OFFICE HOURS: During the summer months, please plan to email me or call me to arrange an appointment

**COURSE PREREQUISITES**

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

**COURSE WEBSITE**

<https://uwsp.courses.wisconsin.edu/> (Desire2Learn)

**FIELD EDUCATION HANDBOOK (in the content area of D2L)**

**REQUIRED READINGS (in the content area of D2L)**

“Getting Acquainted,” and “Managing your Feelings and Your Stress” from Kiser, P.M. (2000). *Getting the most from your human service internship: Learning from experience*. Belmont, CA: Wadsworth.

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 responsibilities. Throughout this learning process, there is an emphasis on a systems approach to generalist practice as students work with and within systems of various sizes.

The Social Work Practicum (SW 494) must be taken for a total of eight 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 practice behaviors.

### **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 (100 points total)**

1. **Learning Plan (20 Points)**. (EP 2.1.1). All interns are responsible for completing a learning plan, using the template provided by the instructor. **This is to be completed within three weeks of your internship start date**, but it can be adapted over the course of your internship. Initially, the plan should be completed by the student in consultation with the agency supervisor. It should be reviewed and approved by both the agency supervisor and field coordinator. 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 learning plan to the DropBox of D2L.
2. **Summaries (30 Points)**. (EP 2.1.1, 2.1.3). Students are to write six summaries/reflections of their practicum experiences. Summaries should be typed and submitted to the DropBox at six points through the summer, determined by the student's internship schedule. **(Please plan to write a summary every 1 ½ to 2 weeks)** 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 students 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. 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.
3. **First Semester Students—Agency Presentation (50 Points)** (EP 2.1.3, 2.1.4, 2.1.8, 2.1.9) 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, but rather will post your presentation to the discussion area of D2L so that all students can view it. 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 give an overview of the agency, but focus mainly on the specific program they are interning in (for example, Child Protective Services).

4. **Second Semester Interns: Case Scenario Presentations (50 Points).** (EP 2.1.1, 2.1.2, 2.1.3, 2.1.7, 2.1.10). All second semester interns will develop a formal power point presentation of a client case scenario they have experienced during internship. The case scenario should be taken directly from the agency experience, and challenging cases work best. The presentation should outline the situation (without violating confidentiality), discuss psychosocial and/or ethical challenges involved, highlight the needs and strengths of the client, cover social work approaches used, identify relevant agency/community resources, and discuss how the situation has been handled thus far. You will not be presenting in person, but rather will post your presentation to the discussion area of D2L so that all students can view it. As such, your presentation should be clear and thorough enough to make sense without a verbal narrative.
5. **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. This form is located in the content area of the D2L course website. It is the student's responsibility to get this form to the field supervisor, and this should be done two weeks prior to the end of the semester to give your field supervisor ample time to complete this. In addition, please schedule a time to meet with your field supervisor to review the evaluation and discuss your progress and continued learning goals.
  - 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 the internship. This form is also located in the content area of the D2L 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 in the content area of D2L and can be submitted to the corresponding Dropbox.
  - 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 signed by the agency field supervisor. This form is also located in the D2L content area.

## 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. 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.
3. 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.

### **GRADING SCALE**

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

### **WRITING ASSIGNMENTS**

All summary assignments should include complete sentences and appropriate paragraphs. Spelling and grammar should be checked. Standard English and non-sexist language should be used. No identifying client information should be included. Professional and respectful language should be used at all times.

### **LATE PAPERS/INCOMPLETES**

Students are expected to complete course work by the course timelines. Students are responsible for contacting the instructor to negotiate for any alternate dates. The same process is necessary to request an incomplete.

### **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.

### **SPECIAL NEEDS**

Students who have special needs affecting their participation in the course may notify the instructor if special accommodations are desired. Students are encouraged to discuss this with the instructor as early as possible in the semester to discuss special needs.

### **CONFIDENTIALITY**

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, summaries, in presentations, and in correspondence with the instructor.

### **PROFESSIONALISM**

Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ ethical behavior is expected as students carry out their internship responsibilities and in the completion of course assignments.

### **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>.