

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

Summer 2023

INSTRUCTOR

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

COURSE PREREQUISITES

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

COURSE WEBSITE: <https://uwstp.instructure.com/>; SW 495 CANVAS COURSE: <https://uwstp.instructure.com/courses/406872>

Canvas Student Support: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

Field Education Handbook (Located in the Getting Started Module in Canvas)

REQUIRED READINGS (Located in the Ethical Practice Module in 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 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 National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- c. Use technology ethically and appropriately to facilitate practice outcomes.
- d. Use supervision and consultation to guide professional judgment and behavior.

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- a. Advocate for human rights at the individual, family, group, organizational, and community system levels.

- b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
 - c. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - d. Engage in practices that advance social, economic, and environmental justice.
- 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice**
- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
 - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
- 4. Engage in Research-Informed Practice and Practice-Informed Research**
- a. Apply research findings to inform and improve practice, policy, and programs.
 - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
- 5. Engage in Policy Practice**
- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
 - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
- 6. Engage with Individuals, Families, Groups, Organizations, and Communities**
- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
 - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
- 7. Assess Individuals, Families, Groups, Organizations, and Communities**
- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
 - b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- a. Select and use culturally responsive methods for evaluation of outcomes

Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

SEMINAR REQUIREMENTS (125 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. I will not accept the learning contract after June, 25th).** 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 write practice goals in a way that is specific, measurable, and observable to your field supervisor. **DUE: Submit signed learning contract to CANVAS by midnight on Friday, 6/16/23.**
2. **Summaries (40 Points).** (EP 2.1.1, 2.1.3). Students are to write four summaries/reflections of their practicum experiences. Summaries should be typed and submitted to the submission box in CANVAS. **Summaries due by midnight: 6/9, 6/30, 7/14, and 8/4.** 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 (40 Points) (EP 2.1.3, 2.1.4, 2.1.8, 2.1.9) **(Due by midnight on 7/28)**. 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 given 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 (40 Points). (EP 2.1.1, 2.1.2, 2.1.3, 2.1.7, 2.1.10). **(Due by midnight on 7/28)** 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. 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. This is a flexible assignment due to the diverse internship sites. **Upload your Artifact to CANVAS by 8/11/23.**

- 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 no later than 8/18/23:

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 electronic survey will be emailed to field supervisors by the field coordinator. Students will need to provide a copy of their learning contracts and hourly log to their field supervisors, so they can easily complete the evaluation. At the end of the semester, Jess will download the evaluation and email it to each student.

b. 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. The link to this electronic survey is located in CANVAS.

c. 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 field supervisors when requested and the end of the semester. Students will **upload the field log to CANVAS by 8/18**. The form is located on our CANVAS homepage.

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. Assignments will not be accepted after two weeks without communication or request of an extension. 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.

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 Safe Zone 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. When discussing specific client situations in summaries, presentations, or other formats in seminar, please refrain from using identifying information. You are required to adhere to the NASW code of ethics related to the confidentiality and privacy of clients and staff.

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>.

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.

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