

**The University of Georgia School of Social Work
SOWK 5835: Practicum in Social Work I
BSW Program Field Education**

Course: SOWK 5835: Practicum in Social Work I

Credit Hours: 5

Co requisite: SOWK 5836

PLEASE NOTE: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

PLEASE NOTE: Field Education forms can be found at the BSW Field Education web site.
http://ssw.uga.edu/academics/field/bsw_field_forms.html

Course Description

Students will intern a minimum of 20 hours per week, for at least 14 weeks, at an approved field agency as their first field practicum experience under direct supervision from an approved field instructor and instruction from the faculty liaison. Students will practice generalist social work skills and apply their knowledge and professional values. Through the learning experiences and adherence to the BSW Field Education Manual, students assume and reflect upon their emerging professional social work practice and identity.

Course Objectives

Students will achieve course objectives through addressing the following:

1. To establish an effective supervisory relationship with the field instructor and to explore, with initiative, additional agency resources and orientations necessary to function as BSW social work intern.
2. To demonstrate an awareness and application of agency policies in work with clients, within the organizational structure and to view the community context of practice within emerging societal trends.
3. To understand to demonstrate, and to identify as a social worker the role and tasks of the professional social worker intern in the agency and to advocate for clients.
4. To demonstrate professional behavior and attitude and to apply the NASW Code of Ethics to clear and ambiguous practice situations through strategic ethical reasoning.
5. To assess, intervene, and evaluate, in a collaboratively designed solving process, at the micro, mezzo, and macro systems by effectively implementing social work interviewing

and relationship building skills and to demonstrate professional communication at the spoken and written levels.

6. To begin to assume case responsibilities in consultation with the field instructor, and to demonstrate beginning social work competencies with actual responsibilities through the blending of personal and professional use of self guided by professional values.

7. To demonstrate self awareness in order to reduce personal biases in working with clients, to be open learning from clients who are different, and to appreciate the significance of the differences.

Texts

There are no texts for this course. Students should refer to the BSW Field Education Manual and also should see the BSW Field Education website to access in Word the following forms and documents.

ADA Statement

In accordance with the *Americans with Disabilities Act* (1990), the University of Georgia, School of Social Work seeks to provide equal access to individuals with disabilities. Students who have a disability and need specific accommodations and support to facilitate full inclusion of all aspects of the course should make an appointment with the instructor during the first week of the term. To register for services, students may contact Disability Services located in Clark Howell Hall (706-542-8719, TTY 706-542-8778, www.dissvcs.uga.edu).

Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

Ethics and Confidentiality

The NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. You are expected to be familiar with its contents. The Code can be found online at: <http://www.socialworkers.org/pubs/code/code.asp>. The importance of confidentiality cannot be overstated. In written assignments, as well as oral discussions and presentations, guidelines regarding confidentiality (as expressed in the NASW Code of Ethics) are to be strictly observed.

Policies, Expectations, and Course Requirements

Students are to meet the expectations of their agency field instructor inclusive of times to report and times to leave the field agency, holidays, etc. Field agencies are expected to honor the UGA academic calendar. Students are expected to conduct themselves professionally with integrity. Additionally, students are expected to seek advice and consultation from their field instructor when they may have questions or concerns about agency policy and expectations of

performance. Students are to consult the faculty field liaison, who is also the instructor of this course, about any issues they have with the field placement or field instructor. Students must complete at least 280 clock hours of field internship as documented on the time sheet.

Violations of the NASW professional code of conduct can result from a grade of F, to a plan for remediation, to a withdrawal or to a request for an academic review, among other options. Successful completion of the internship requires utilizing, ongoing reliable feedback from both the agency field instructor and faculty liaison about the student's performance. Thus, students are expected to begin self reflection, self evaluation, self correction, and to demonstrate full engagement in pursuing the course objectives...all through openness to supervision. Accordingly, the instructor will provide an estimate of the course grade as it is reflected at the midterm point and at a few weeks prior to the end of the semester, and of course at the end of the semester.

Student Evaluation

Students will be evaluated according to the following assignments and compliance to the above policies and expectations. Significant non compliance to the above can result in the lowering of one to several letter grades for the course .The final grade of the course reflects the input and evaluation from the field instructor.

1. Field Education Learning Plan: Objectives 1, 2, 3, 4, 5, 6, 7. (Please submit this document to the field faculty liaison for approval.)
2. Mid Term Evaluation: Objectives 1,2,3,4,5,6,7
3. Final Evaluation: Objectives 1, 2, 3, 4,5,6,7
4. Completed Time Sheet Indicating Fulfillment of 280 clock hours of interning.
5. Compliance to Policies, Expectations, and Course Requirements

Due Dates and Numerical Grade Computation for Course Requirements

	COURSE REQUIREMENTS	DUE DATE	Approximate% OF grade
1.	Field Education Learning Plan	Weeks 2- 3	20
2.	Mid Term Evaluation	Weeks 7-9	20
3.	Final Evaluation	Weeks 14-15	50
4.	Completed Time Sheet	Week 15	10
5.	Compliance, professionalism, adherence to conduct rules and policies.	ongoing	Can deduct multiple points(e.g. 5 to 50 points) to the above as determined by the instructor

Taking the numerical score from the formula above and converting it to the appropriate letter grade from the chart determines the student's letter grading for the course.

Letter Grade	Numerical Score
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A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	73-76%
C-	70-72%
D	65-69%
F	64 & below
I	Incomplete

The grade from the chart determines the student's letter grade for the course.

Course Outline

Students will report to their assigned field placement agency by August 18, 2015 to begin orientation to their internships, unless otherwise arranged. Thereafter, students are expected to follow and meet the expectations as established by the field instructor. The internship stops on December 8th, and resumes on January 11th, 2016 unless negotiated differently with the field instructor and approved by the faculty field liaison. The faculty field liaison will make two (mid term and end of the semester)on site visits to meet with the student and field instructor.

Forms

**School of Social Work
The University of Georgia
BSW Field Education Learning Plan
SOWK 5835**

The learning plan is developed jointly by the student and the field instructor during the first few weeks of the field placement. The intent of the plan is to articulate how the student will demonstrate practice behaviors related to each of the nine competencies specified by the Council on Social Work Education. The assigned tasks/activities should be developed by addressing both the student's learning needs/interests and the needs of the agency. A single activity may cover multiple practice behaviors and competencies. The student should be presented with opportunities to demonstrate the practice behaviors specified for each competency.

As the student completes assigned tasks, the student should receive regular feedback. Methods for evaluating the student's performance are developed by both the field instructor and the student and should include self-assessment tools.

As the student gains experience in the field setting and as the student's interests and learning needs change, this plan may be modified. Any substantive changes should be documented by the field instructor and shared with the faculty field liaison.

Following completion by the student and the field instructor, this learning plan should be submitted to the faculty field liaison for approval on or before the date specified in the SOWK 5835 syllabus provided by the faculty field liaison. Students should retain a copy of this plan and provide a copy for the field instructor.

AGENCY: _____

STUDENT: _____

DATE: _____

FIELD INSTRUCTOR: _____

DATE: _____

FACULTY LIAISON: _____

DATE: _____

Competency	Practice Behavior	Tasks/Activities demonstrating practice behaviors	Methods of Evaluation and Outcomes
2.1.1 Demonstrate Ethical and Professional Behavior	1. 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 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations 3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication 4. Use technology ethically and appropriately to facilitate practice outcomes 5. Use supervision and consultation to guide professional judgment and behavior	.	
2.1.2 Engage Diversity and Difference in Practice	1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels 2. Present themselves as learners and engage clients and constituencies as experts of their own experiences 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		
2.1.3 Advance Human Rights and Social, Economic, and	1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 2. Engage in practices that advance social,		

Environmental Justice	economic, and environmental justice		
2.1.4 Engage in Practice-informed Research and Research-informed practice	<ol style="list-style-type: none"> 1. Use practice experience and theory to inform scientific inquiry and research 2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings 3. Use and translate research findings to inform and improve practice, policy, and service delivery 		
2.1.5 Engage in Policy Practice	<ol style="list-style-type: none"> 1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services 2. Assess how social welfare and economic policies impact the delivery of and access to social services 3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 		
2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities	<ol style="list-style-type: none"> 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies 2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies 		
2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities	<ol style="list-style-type: none"> 1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies 2. 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 3. Develop mutually agreed-on intervention goals and 		

	<p>objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>		
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ol style="list-style-type: none"> 1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies 3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes 4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies 5. Facilitate effective transitions and endings that advance mutually agreed-on goals 		
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<ol style="list-style-type: none"> 1. Select and use appropriate methods for evaluation of outcomes 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes 3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels 		

**The University of Georgia School of Social Work
BSW Field Education
Fall Semester Mid Term Evaluation**

SOWK 5835 Fall Semester

Intern _____

Instructions

This form serves the purpose for identifying and articulating any concerns the field instructor may have about the intern's abilities and performance to engage professionally in the expectations established by the agency and the field instructor. The form also serves the purpose for the field instructor to comment on strengths the intern brings to the field placement. Please comment on and complete the following.

1. How is the intern engaging in their learning, performance, and self directedness/

2. How is the intern demonstrating professional behavior in terms of dress, punctuality, respect, tolerance of differences, accountability, and reliability?

3. How well is the intern using supervision?

4. How well is the intern relating to clients and able to demonstrate some professional interviewing skills?

5. How well is the intern relating to other professionals and staff at the agency?

6. Comment on any other concerns that you consider necessary.

7. What strengths do you see that the intern brings to the internship?

Field Instructor _____ Date _____

Intern _____ Date _____

____ I am in agreement with the above comments.

____ I disagree with the comments and request a meeting among myself, my field instructor and my faculty liaison.

**BSW Field Education Program
SOWK 5835
End of Semester Field Instructor Evaluation**

Name of Student _____ **Date** _____

Name of Field Instructor _____ **Agency** _____

Instructions for Field Instructor Evaluation

The Council on Social Work Education (CSWE) identifies nine Practice Competencies (2.1.1 through 2.1.9) for all BSW students of accredited schools of social work. In the table below you will find a list of competencies and practice behaviors which the student must show evidence of performance. Please rate and evaluate the student's performance in each of the practice behaviors using the following scale. Indicate your response by circling only one number to the right of each practice behavior. *A rating of 3 is equivalent to adequate competency for a beginning BSW practitioner .Please return this form to the faculty liaison.*

This evaluation is intended to give the intern feedback about her or his performance. It is expected that the intern utilize this evaluation to reflect upon their semester's performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty field liaison has the responsibility of assigning the grade for the course.

1 = Very Low Level of Competence

2 = Low Level of Competence

3 = Adequate Level of Competence

4 = High Level of Competence

5 = Very High Level of Competence

NA = Not applicable; no opportunity to demonstrate practice behavior

2.1.1 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	1	2	3	4	5	NA
B	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	5	NA
C	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication	1	2	3	4	5	NA
D	Use technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5	NA
E	Use supervision and consultation to guide professional judgment and behavior	1	2	3	4	5	NA

Comments:

2.1.2 Engage 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	1	2	3	4	5	NA
B	Present themselves as learners and engage clients and constituencies as experts of their own experiences	1	2	3	4	5	NA
C	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5	NA

Comments:

2.1.3 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	1	2	3	4	5	NA
B	Engage in practices that advance social, economic, and environmental justice	1	2	3	4	5	NA

Comments:

2.1.4 Engage in Practice-informed Research and Research-informed Practice

A	Use practice experience and theory to inform scientific inquiry and research	1	2	3	4	5	NA
B	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5	NA
C	Use and translate research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5	NA

Comments:

2.1.5 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	1	2	3	4	5	NA
B	Assess how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5	NA
C	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5	NA

Comments:

2.1.6 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	1	2	3	4	5	NA
B	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	NA

Comments:

2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities

A	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5	NA
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	1	2	3	4	5	NA
C	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	NA
D	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5	NA

Comments:

2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities

A	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	NA
B	Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5	NA
C	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	NA
D	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	5	NA
E	Facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5	NA

Comments:

2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

A	Select and use appropriate methods for evaluation of outcomes	1	2	3	4	5	NA
B	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	NA
C	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	5	NA
D	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	NA

Comments:

For the field instructor. Please check one of the following at the final evaluation.

_____ The intern has met the expectations of the spring semester internship and is ready to practice generalist social work.

_____ The intern has not met the expectations of the spring semester internship and is not ready or prepared to begin entry into generalist social work practice.

Comments

Field Instructor _____ Date _____

Comments

Student _____ Date _____

I have read and discussed this evaluation with my field instructor and faculty liaison.

**The University of Georgia School of Social Work
BSW Field Education SOWK 5835 Fall Semester**

Time Sheet

Intern _____

12.								
13.								
14.								

For needed additional weeks, please use the spaces below.

15.								
16.								
17.								
18.								

Signed

Intern _____ Date _____

Field Instructor _____ Date _____