

**The University of Georgia School of Social Work**  
**SOWK 5845: Practicum in Social Work II**  
**BSW Program Field Education**

**Co-requisite: SOWK 5846**

**Pre-requisites: SOWK 5835 & SOWK 5836**

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**Course Description**

Students will continue (from fall semester) to intern a minimum of 20 hours per week during spring semester at an approved field agency under direct supervision from an approved field instructor and instruction from the faculty liaison. Students will demonstrate continued progress in generalist social work skills, build upon their achievements in mastering practice behaviors, demonstrate gradual autonomy in practice, and identify gaps in skills and solutions to skill gaps. Through this social work field education learning experience and adherence to the BSW Field Education Manual, students assume and reflect upon their emerging professional social work identity.

**Course Objectives**

Students will achieve course objectives through addressing the following:

1. To assume greater responsibilities for case work as commensurate with levels of acquired social work skills competencies and to analyze, recognize, and respond with some leadership to the contexts that shape practice.
2. To apply critical thinking skills, differentiate and analyze the theories of human behavior and the environment, to analyze assessments and intervention plans and to evaluate those in order to identify alternative practice approaches.
3. To recognize barriers to services and resources on behalf of clients and to seek to decrease the impact of oppression and marginalization which inhibit the client's access and utilization to opportunities and environmental resources.
4. To identify and articulate social policies which impact upon the agency, its service delivery upon the client and to advance human rights and economic and social justice and to advocate for policies which promote social well being.
5. To apply empirically driven research findings which underpin practice and to utilize practice based evidence which informs theory and empirical research.
6. To demonstrate effective use of supervision and the identification of additional skills and competencies.

7. To exercise professional self reflection about levels of practice skills and to plan or career long learning.

### **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](http://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 instructors 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 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 mid term 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. Please note that the forms and documents for items, 1, 2, 3, and 4 below are attached to this syllabus in the appendix as well as available on the BSW Field Education website.

1. Field Education Learning Plan \*(Please see instructional note below. Please see in the appendix a document concerning suggested learning activities to accomplish practice behaviors.)
2. Mid Term Evaluation
3. Final Evaluation
4. Completed Time Sheet Indicating Fulfillment of 280 clock hours of interning.
5. Compliance to Policies, Expectations, and Course Requirement

\* Instructional Note:

Review the fall field education learning plan and the end of the fall semester field education student evaluation plan for areas which need additional work and focus during spring semester. Pay close attention to the practice areas about organizations and communities, community context of practice, evaluating practice, economic and social justice, evaluation of practice and social policies. Most of these areas correspond to the subjects and topics of the spring semester BSW courses. The following are helpful questions designed to assist the student in re formulating the spring semester learning plan. As during the fall semester, once you and your field instructor have completed the spring semester learning plan, please submit it to the field faculty liaison for approval.

*What areas need improvement or refinement?*

*What areas of last semester's learning plan were not fully addressed? due to the unique needs of the agency and internship? How can they be addressed now?*

*What do I want to learn now that I did not have the opportunity during fall semester?*

*What tasks can I do independently and would like to continue to do?*

### Due Dates and Numerical Grade Computation for Course Requirements

	COURSE REQUIREMENTS	DUE DATE	Approximate% OF grade
1.	Field Education Learning Plan	Week 2- 3	20
2.	Mid Term Evaluation	Week 7-9	20
3.	Final Evaluation	Week 14-15	50
4.	Completed Time Sheet & Self Rating Scale for Evaluation of Learning & Agency Evaluation	Week 15	10
5.	Compliance and professionalism	ongoing	Can deduct a significant amount of 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
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.

**School of Social Work  
The University of Georgia  
BSW Field Education SOWK 5845  
Learning Plan**

This learning plan for spring semester should reflect growing opportunities for the intern to practice with more autonomy, when indicated. The intern and field instructor will need to review the fall learning plan and upon that review, incorporate any changes into this spring semester learning plan. 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 5845 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 <b>Demonstrate Ethical and Professional Behavior</b>	<ol style="list-style-type: none"> <li>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</li> <li>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</li> <li>3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication</li> <li>4. Use technology ethically and appropriately to facilitate practice outcomes</li> <li>5. Use supervision and consultation to guide professional judgment and behavior</li> </ol>		
2.1.2 <b>Engage Diversity and Difference in Practice</b>	<ol style="list-style-type: none"> <li>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</li> <li>2. Present themselves as learners and engage clients and constituencies as experts of their own experiences</li> <li>3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</li> </ol>		
2.1.3 <b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	<ol style="list-style-type: none"> <li>1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</li> <li>2. Engage in practices that advance social, economic, and environmental justice</li> </ol>		
2.1.4 <b>Engage in Practice-informed Research and Research-informed practice</b>	<ol style="list-style-type: none"> <li>1. Use practice experience and theory to inform scientific inquiry and research</li> <li>2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</li> <li>3. Use and translate research findings to inform and improve practice, policy, and service delivery</li> </ol>		

<p>2.1.5 <b>Engage in Policy Practice</b></p>	<ol style="list-style-type: none"> <li>1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</li> <li>2. Assess how social welfare and economic policies impact the delivery of and access to social services</li> <li>3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</li> </ol>		
<p>2.1.6 <b>Engage with Individuals, Families, Groups, Organizations, and Communities</b></p>	<ol style="list-style-type: none"> <li>1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</li> <li>2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</li> </ol>		
<p>2.1.7 <b>Assess Individuals, Families, Groups, Organizations, and Communities</b></p>	<ol style="list-style-type: none"> <li>1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</li> <li>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</li> <li>3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</li> <li>4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</li> </ol>		
<p>2.1.8 <b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p>	<ol style="list-style-type: none"> <li>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</li> <li>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</li> <li>3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</li> <li>4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</li> <li>5. Facilitate effective transitions and endings that advance mutually agreed-on goals</li> </ol>		

<p>2.1.9  <b>Evaluate Practice with  Individuals, Families,  Groups,  Organizations, and  Communities</b></p>	<ol style="list-style-type: none"> <li>1. Select and use appropriate methods for evaluation of outcomes</li> <li>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</li> <li>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes</li> <li>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</li> </ol>		
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**The University of Georgia School of Social Work  
BSW Field Education Mid Term Evaluation**

**SOWK 5845 Spring**

Student \_\_\_\_\_

Instructions

The field instructor is to comment on the following items.

1. What concerns may you have about the intern's performance? What strengths can you see in the intern's performance at this point in the internship?
2. How well has the intern re-entered the spring semester internship?
3. Do you see any changes indicated to the spring semester Field Learning Plan? If so, what may they be?
4. Are there any practice behaviors they student needs to focus on more than others? If so, what may they be?

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Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

Intern \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ I am in agreement with the above comments.

\_\_\_\_\_ I disagree with the comments and request another meeting among myself, my field instructor, and my faculty liaison.

**BSW Field Education Program  
SOWK 5845  
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**

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

<b>A</b>	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>B</b>	Present themselves as learners and engage clients and constituencies as experts of their own experiences	1	2	3	4	5	NA
<b>C</b>	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

<b>A</b>	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>B</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

<b>A</b>	Use practice experience and theory to inform scientific inquiry and research	1	2	3	4	5	NA
<b>B</b>	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5	NA
<b>C</b>	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

<b>A</b>	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>B</b>	Assess how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5	NA
<b>C</b>	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

<b>A</b>	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>B</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

<b>A</b>	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5	NA
<b>B</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
<b>C</b>	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
<b>D</b>	Select appropriate intervention strategies based on the assessment, research	1	2	3	4	5	NA

	knowledge, and values and preferences of clients and constituencies						
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Comments:

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

<b>A</b>	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	NA
<b>B</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
<b>C</b>	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	NA
<b>D</b>	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	5	NA
<b>E</b>	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

<b>A</b>	Select and use appropriate methods for evaluation of outcomes	1	2	3	4	5	NA
<b>B</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
<b>C</b>	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	5	NA
<b>D</b>	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 \_\_\_\_\_

\_\_\_\_\_

Comments

Student \_\_\_\_\_

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



For needed additional weeks, please use the spaces below.

15.	-----							
16.	-----							
17.	-----							
18.	-----							

Signed

Intern \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor \_\_\_\_\_ Date \_\_\_\_\_



