

SHAW UNIVERSITY

Department of Social Sciences

Social Work (SOW) 472 -Social Work Field Practice (5 credit hours)

Social Work (SOW) 473- Social Work Field Seminar (1 credit hour)

Prerequisites: SOW 301, 302, 303, 342, 371, 373 and SOW 342

Instructor:

Office:

Classroom:

Office Hours:

and by Appointment

Telephone:

E-mail:

SOW 472 and SOW 473 must be taken concurrently.

Social Work Program Mission

The mission of Shaw University's baccalaureate social work program is to prepare and graduate competent and principled social work majors at the generalist practice, entry level of the profession for service, advocacy, and leadership and to prepare students for successful graduate education.

Social Work Program Goals

Graduates of the Shaw University Social Work Program will:

Goal One: Serve diverse client systems with respect, dignity, integrity, and competence. Serving diverse client systems includes using such methods of intervention as providing direct services, advocating, collaborating, and empowering clients;

Goal Two: Seek and obtain leadership positions in their chosen field of practice and in positions of leadership in the profession, communities, and society;

Goal Three: Advocate for societal systems and economic changes that improve the lives of those experiencing a range of life circumstances and conditions that impede optimal social functioning;

Goal Four: Engage in life-long learning by building on their baccalaureate social work education. Life-long learning includes attending social work graduate school, participating in continuing education offerings, using supervision, engaging in self-development and personal growth and activities, and other means that contribute to enhancing one's effectiveness and contributions as a professional social worker;

Goal Five: Work for social and economic justice for all people, with a special focus on populations at-risk, oppressed and disadvantaged populations, in order to improve their quality of life and help them achieve acceptance, tolerance, and full participation in society. By example, our graduates will be role models in advocating for acceptance, tolerance, equality, and eliminating discrimination.

Program Learning Outcomes (PLOs)

1. Apply critical thinking and analytical skills in generalist social work practice.
2. Incorporate and apply social work values, ethical principles and standards in generalist practice with all client systems.
3. Practice without discrimination and demonstrate cultural competence, knowledge, and skills related to clients' age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation with respect, dignity, worth, and recognition of the potential of all people.
4. Practice with diverse client systems without discrimination, facilitated by demonstrated knowledge of the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Demonstrate knowledge of and interpret the history of the profession, its historical roots, its contemporary structures and issues and the roles of social workers.
6. Apply generalist social work knowledge, skills, and practice experience to intervene, problem solve and advocate at the micro, mezzo, and macro levels.
7. Apply evidence-based theoretical frameworks to understand individual development and behavior across the life span and the interactions among and between individuals, families, groups, organizations, and communities.
8. Critically analyze, formulate, and influence social policies.
9. Evaluate, interpret, and analyze research studies and apply research findings to practice, programs, and policies and evaluate one's practice interventions.

10. Use communication skills differentially across client populations and with colleagues, and communities.
11. Use professional development methods such as supervision, consultation, continuing education, graduate school, and participation in professional organizations for life-long service, advocacy, and leadership.
12. Practice within organizations and service delivery systems to effect social and organizational changes.

Course Description

SOW 472 Field Practice (5). Prerequisites: SOW 301, 302, 371, 373, and SOW 342.

This is the first course of the two-semester field practice sequence taken in the student's senior year. Students are placed in a field agency setting for a minimum of 240 clock hours each semester. The purposes of the course are to provide students with hands-on experience in working with client systems and integration and application of generalist social work knowledge, values, theories and skills under the supervision of a professionally trained and experienced social worker.

SOW 473 Field Practice Seminar (1). SOW 301, 302, 371, 373, and SOW 342.

The seminar is a companion course to SOW 472, Field Practice. The purposes of the seminar are to help guide the student through the field placement, enhance their practical hands-on learning experiences and to provide a forum for mutual support for all students in field placement.

Purpose of the Course

The social work field experience is required for senior social work majors. The field placement is designed to provide students with an opportunity to observe and participate in direct service delivery at the micro, mezzo and macro levels. The field experience also provides the student with an opportunity to apply new concepts and methods while participating in generalist practice with clients and/or client systems.

The SOW 472 is the first field course in the two course sequence and focuses on practice with individuals and families and an orientation to the agency and the population it serves. Students will demonstrate generalist social work practice skills and competencies. These will include: basic interviewing skills, assessment, professional documentation, planned interventions and goal setting.

The seminar classroom experience is designed to enhance the field placement experience by providing the student with the opportunity to build and develop the

necessary skills needed to engage in and better understand the dynamics of individuals, families, groups, and organizations.

Student Learning Outcomes

Student Learning Outcomes (SLO) – At the completion of this course, students should be able to do the following:	Assessment of Student Learning Outcomes (SLO)	Linkage to Program Learning Outcomes (PLO)
1. Demonstrate critical thinking and analytical skills when developing strategies and selecting interventions to implement with individuals and families.	Learning Plan Field Evaluation Professional Writing Assignments	PLO 1
2. Apply social work values, ethical principles, and standards in field practice with systems of all sizes.	Learning Plan Field Evaluation	PLO 2
3. Apply social work knowledge and skills concerning cultural competence in practice with individuals and families.	Learning Plan Field Evaluation	PLO 3
4. Practice with diverse client systems without discrimination, and apply strategies of advocacy and social change in order to advance social and economic justice.	Learning Plan Field Evaluation Professional Writing Assignments	PLO 4
5. Describe the history of the profession, its historical roots, its contemporary structures and issues and the roles of social workers.	Learning Plan Agency Study Field Evaluation Professional Writing Assignments	PLO 5
6. Demonstrate and apply critical and analytical skills in generalist social work knowledge, skills, and practice experience to problem solve, intervene, and advocate at the	Learning Plan Agency Study Field Evaluation	PLO 6

micro level.	Professional Writing Assignments	
7. Apply bio-psycho-social theoretical frameworks supported by empirical evidence in assessing individual and family development and behavior.	Learning Plan Field Evaluation Professional Writing Assignments	PLO 7
8. Apply theoretical frameworks supported by empirical evidence in assessing interactions among individuals and between individuals and their families.	Learning Plan Professional Writing Assignments Field Evaluation	PLO 7
9. Demonstrate the ability to critically analyze social welfare policies.	Learning Plan Policy Analysis Field Evaluation	PLO 8
10. Evaluate and critically analyze research studies and apply research findings to generalist social work practice and programs.	Learning Plan Field Evaluation Policy Analysis Research Analysis	PLO 9
11. Use communication skills differentially when working with client populations, colleagues, and communities.	Learning Plan Field Evaluation Agency Study Research Analysis Policy Analysis	PLO 10
12. Use field supervision effectively to facilitate professional growth and development	Learning Plan Agency Study Field Evaluation	PLO 11

	Professional Meeting Summary	
13. Practice within organizations and service delivery systems to effect social and organizational changes and advocate for social and economic justice.	Learning Plan Agency Study Professional Writing Assignments Field Evaluation	PLO 12

Required Texts:

Shaw University Social Work Field Manual – The Shaw University Social Work Field Manual is available on Blackboard as are all assignments, forms and grading rubrics. The manual is also available on the Shaw University Social Work web site.

Course Requirements:

Field Requirements

In order to receive course credit for the field experience, the student must successfully complete a minimum of 240 clock hours in the field agency, adhering to all policies and procedures outlined in the Shaw University Social Work Field Manual. In addition, the intern must successfully complete all course requirements listed below. These assignments are managed through the field instruction seminar.

1. **Field Practice Attendance-** Students must satisfy the 240 hour requirement for field practice by the end of the semester to receive a final grade for field practice. If students are not able to complete their 240 hours, they will receive an “I” grade for incomplete, until the hours are satisfied, if they have a passing grade at the time semester grades are required to be recorded. If students are not at their field placement for any reason, they must notify both the field instructor and the Director of Field Education before the beginning of the scheduled work day.
2. **Field Practice Participation-** Each student will participate in the activities required by the field agency which may include, but not be limited, to orientation, trainings, client activities, and staff meetings. If students are not able to participate in a planned activity due to emergency or illness they must notify both the field instructor and the Director of Field Education before the beginning of the scheduled activity.
3. **Learning Contract.** Each student will, in collaboration with the field instructor, develop a learning contract following the form attached to the syllabus. The form is also located in the Field Manual and on Blackboard. This assignment is graded using the rubric for written assignment which is included in the syllabus. This assignment is designed to assist the student in meeting Student Learning Outcomes #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 11 and 13.
4. **Agency Study and Presentation.** Each student will present an informational presentation and a written report on his/her field agency. The intern will make the oral presentation to the seminar class and will also provide all class participants and the instructor with a handout containing information about the agency including agency brochures and referral information. The outline for this assignment is attached to the syllabus and is also in the Field Manual, and on Blackboard. This assignment is graded using the Grading Rubric. This assignment is designed to meet Student Learning Outcomes #5, 6, 11, and 13.

Field Seminar Requirements

In the weekly seminar, the intern is provided with a forum to process and integrate previous learning with current practice experiences. Seminar class discussions and learning assignments are used to assist students in generalizing, conceptualizing, and integrating theoretical knowledge, professional values and skills acquired in the classroom with their experiences in field placement. While field and seminar are listed as separate courses, the student should consider the field and seminar experiences to be an integrated whole. **Students must take SOW 472 and SOW 473 concurrently and may not proceed to the second semester of field placement until both courses are completed with a grade of C or better.**

1. **Attendance.** Attendance at every class session is expected and necessary. Attendance for the field seminar is more highly weighted than other courses and therefore deviates from the usual attendance rubric. The seminar functions as a group and the contributions, dynamics, and interactions of each student's presence affects the synergy of the class and is considered critical to every other student's benefit and success.

Late arrivals and early departures from class of any one student are unacceptable and affect all other students. Students are allowed one unexcused absence. The student's final seminar grade will be lowered by ten points for each additional unexcused absence. If a student misses a seminar class he/she must contact the instructor as soon as possible.

2. **Participation** – Each student is expected to actively engage in the seminar discussions. Class/seminar participation will be measured using the Class Participation Rubric that is included in the syllabus, the Field Manual, and is on Blackboard. The instructor will use seminar participation to assess the student's use of critical thinking and analytical skills among other criteria in the rubric.
3. **Journal/Professional Writing Assignments.** Journals and professional writing assignments are designed to assist the intern in processing field experiences, demonstrating competencies, and integrating the practicum experience with the theories and concepts learned throughout the social work curriculum. Interns will complete assignments each week. Each assignment is worth 4 points and is graded in accordance with the Grading Rubric. The outline for this assignment is attached to this syllabus and is also provided in the Field Manual, and on Blackboard. This assignment is designed to meet Student Learning Outcomes #1, 4, 5, 6, 7, 8, 9, 10, 11, and 12.
4. In addition to journals, interns must complete each of the following assignments during the semester. Each assignment is worth 4 points and is graded in accordance with the Course Assignment Grading Rubric. The outlines for these assignments are included in the syllabus and are also provided in the Field Manual, and on

Blackboard. Each intern will maintain a field journal containing all written assignments.

- Research Article Review- Choose a research article from a peer reviewed journal which addresses an issue facing the placement agency or the population it serves. Read and review the article and write a summary using the outline. This assignment is designed to meet Student Learning Outcomes # 10 and 11.
- Professional Documentation - Submit a professionally written documentation sample of a session with an individual, family or group. Be sure to protect the client's right to confidentiality. This assignment is designed to meet Student Learning Outcomes # 1, 4, 5, 6, 7, 8, 9, 11 and 13.
- Policy Analysis – Choose an agency or societal policy which affects the target population the field agency serves. Analyze the policy by discussing the history of the policy, the social problem it addresses, its effectiveness and any unintended consequences. This assignment is designed to meet Student Learning Outcomes # 9, 10, and 11.
- Professional Meeting – Attend a professional meeting (ex: workshop, training or educational event) and write a report using the outline. This assignment is designed to meet Student Learning Outcome # 12.

Grading and Course Evaluation:

Grades will be assigned for each course requirement listed below. All assignments must be completed. Students may not receive a final grade until all assignments have been completed.

Field Practice

Assignment	Percentage
Field Practice (includes quality of performance in field and development and implementation of the Learning Contract). Evaluation will include input from the student, the field instructor and the field liaison.	90
Agency Presentation (oral and written)	10
Total	100

Field Seminar

Assignment	Percentage
Journals and Professional Writing Assignments	85
Participation	10
Attendance	5
Total	100

Final grades will be assigned according to the following scale: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59.

Note: The minimum passing grade is C.

All written assignments will be evaluated not only on content but also on correct use of grammar, spelling, and APA formatting as required for professional writing. Information and examples of APA are available on Blackboard.

Field instructors and faculty liaisons will provide input to the Director of Field Education concerning the student's grade for SOW 472 through the student evaluation; however, the final grade is the responsibility of the Director of Field Education.

Disabilities and Accommodations:

If you are a person with a disability and anticipate needing accommodations of any type in order to participate in the class, you must notify Student Disability Services (Counseling Center at 919-546-8525), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me privately in order that we can implement these accommodations.

Student Classroom Decorum Expectations

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates; disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress).

Students will turn off cell telephones and electronic devices prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior constructed by the professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

Additional student behavior codes may be found in Student Affairs.

Course Schedule

Class Date	SLO	Course Unit	Readings	Methods	Related Assignment	Resources	Outcome Measure
Week 1		1. Our first week as social workers 2. Developing a Learning Plan	Field Manual	1.Group Discussion 2. Lecture	Journals (2)	Handout Writing Objectives	Learning Plan Final Evaluation
Week 2	1	Values & Ethics 1. Ethics Dilemmas in Field Practice 2. Ethical Dilemmas affecting practice, services and clients 3. Identifying Your Personal Values 4. Demonstrating professional values in field practice	1.Case study: To Tell or Not to Tell 2. Personal Values, Professional Questions 3. Lowenburg's Ethical Screening Guidelines	1.Group Discussion	Learning Plan – Part 1 Journal (1)	Case study and Questions	Journals Final Evaluation
Week 3	,5, 6,11, 12	Populations at Risk: Assisting clients to Access Resources 1. Agencies as Organizations 2. Making Appropriate Referrals to Community Organizations	Review Section in Field Manual on Agency Study	1. Group Discussion 2. In class Exercise	Learning Plan – Part 2 Journal (1)	Powerpoint	Agency Study Final Evaluation
Week 4	5,6,11	Agency Study Presentations		Student Presentations	Learning Plan – Part 3 Journal (1)		Agency Study
Week 5	5,6,11	Agency Study Presentations		Student Presentations	Journal (1)		Agency Study
Week 6	5,6,11	Agency Study Presentations		Student Presentations	Journal (1)		Agency Study
Week 7	6,9,14	Policy Analysis & Advocacy 1.Understanding how agency policies impact clients and service delivery 2. Analyzing how agency policies impact diverse client groups 3..Understanding how	1.Review Section on Policy Analysis in Field Manual 2. Almanac of Policy issues	1.Group Discussion 2.Case Study: ICWA	Written Agency Study & Final Learning Plan	Case Study Powerpoint	Policy Analysis Final Evaluation

		interns influence agency policies					
Week 7	11,13	Supervision and Professional Development 1. Using Supervision and Professional Development Opportunities to Enhance Social Work Practice 2. Using supervision and consultation in practice	1. Readings : The Care and Feeding of On site Supervisors Or Moving Away from Tradition (About older and part time students)	Class exercise	Policy Analysis		Final Evaluation Professional Writing Assignment
Week 8	6,7,11,12	Professional Practice: Documentation Skills & Professional Writing 1.SOAP,DAP and DART 2. Completing and writing Assessments, goals and Intervention Plans	1. Soap Notes 2. DAP & DART notes 3.Person Centered Plan	1.Lecture 2.Class Discussion	Professional Writing Assignment (1)	Professional Writing Guidelines1. http://owl.english.purdue.edu	Professional Writing Assignment Final Evaluation
Week 9	10	Research : Evidenced Based Practice 1. Defining Evidenced based practice 2. Using empirically based knowledge including evidenced based interventions in field to prepare for generalist practice	Article of your choice from the journal list	1.Class Discussion 2. Lecture	Professional Document Sample (1)	Shaw University Library Journal List	Research Analysis Final Evaluation
Week 10	6,10, 11	Research : Evidenced Based Practice 1. How does research impact the practice of a student intern? 2. Student Presentation of Research article Results		1.Class Discussion 2. Lecture	Professional Document Sample (1)		Research Analysis Final Evaluation
Week 11	1,3,4,7,8,	Assessment & Diversity 1.Assessing Clients & their Families: A Diversity Perspective 2. Implementing practical strategies in field with persons from diverse backgrounds 3. Practicing Cultural Competence skills in practice	Case Study on Diversity	1.Class Discussion 2.Case study	Professional Document (1)	Case Study & Discussion Questions	Professional Documentati on Sample Final Evaluation

Week 12	3,4,8,11, 14	Diversity Dealing with Racism and Oppression in Agencies and with Clients	Identify a situation from your professional experiences where racism is involved to share with the class	1. Class discussion	Research Analysis Due		Final Evaluation Professional Writing Assignment
Week 13	13	Evaluation of Practice Skills 1.Preparing for the evaluation 2.Preparing clients for your absence	Review Evaluation Form & Learning Contract	Class Discussion	Professional Activity Summary & End of Semester Evaluation of Learning Plan	Evaluation Form	Final Evaluation Learning Plan
Week 14		Student Evaluations					

References

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**Shaw University
Social Work Program
Field Education
Grading Rubric**

The following standards will be used when grading all Assignments in the Field Education Program.

Criteria	4	3	2	1
Critical Thinking	Exhibits critical and original thinking that responds to topic	Exhibits some critical thinking and responds to assigned topic but lacks a few critical points	Exhibits little critical thinking and wonders somewhat from the topic	Exhibits no critical thinking and misses the point of the selected topic
Subject Matter	Demonstrates understanding and integration of the subject matter and course content (e.g., ideas contribute a new dimension to the topic, offers new insights or documents new learning, etc.)	Demonstrates understanding of the subject matter and course content but offers few new insights or new learning	Demonstrates little understanding of subject matter and course content	Demonstrates inadequate understanding of the subject matter and course content
Writing skills	Uses writing that is clear, organized and has few if any errors in spelling and grammar	Uses writing that is clear, organize and has a few errors in spelling, and grammar	Uses writing that is unclear, confusing and has more than occasional errors in spelling and grammar	Uses writing that is unclear, disorganized and has many errors in spelling, grammar
Citations	Provides accurate information about a source when citing it	Usually provides information about a source when citing it with minimal errors	Provides inadequate information about a source when citing it	Lacks information about a source when citing or paraphrasing it.

SHAW UNIVERSITY
Student Participation Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
Interaction/ participation in classroom learning activities	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class
Engagement in the electronic/ email learning forum	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum	Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums	Misses more than two assignments. Some difficulty accessing and using electronic learning forums	Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum
Professional attitude and demeanor	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
Punctuality	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

The Learning Plan

Field Education experiences are very individualized and are based on the intern's experiences, skills, learning needs, the agency setting and the client population served. In order to demonstrate the educational competencies required of generalist level social workers which are established by the Council on Social Work Education, interns will develop a Learning Plan which outlines how the competencies will be met and evaluated. This plan allows students to identify their own learning needs, learning style, and career goals and develop strategies and evaluation criteria which meet his/her individual needs.

The Learning Plan involves the intern in planning for his/her learning experiences both in the field setting and later as life-long learners. The experience is designed to assist interns to verbalize their goals and incorporate the goals and classroom learning with the practice experience. The Learning Plan is developed during the first month of the field placement and includes objectives and evaluation criteria.

The Learning Plan is reviewed throughout the internship including the evaluation conferences when the student, field instructor, and field liaison will review the plan and make any necessary revisions. In the spring semester, the plan is expanded to include experiences with groups, communities, social policy, and evaluation of practice research. Interns will present their progress toward the Learning Plan during the evaluation conferences.

The CSWE outlines seven curriculum areas, in addition to field education, which are present throughout the education of generalist social work practitioners and culminate in the field experience. The Learning Plan assists interns to think about their own needs and areas which may present the greatest challenges. The outcome areas include:

- 1) Values and Ethics - Interns focus on a learning goal related to developing an awareness of personal values, the ability to promote professional values and recognize and analyze ethical dilemmas.
- 2) Diversity - Interns choose a learning goal related to improving their ability to working with clients from a wide range of backgrounds including specific racial and ethnic groups, individuals with physical or cognitive disabilities, a variety of cultures, religious preferences and gender and/or sexual orientations.
- 3) Populations-at-Risk and Social and Economic Justice - Interns choose a learning goal specifically identifying how they will develop skills working with populations-at-risk and social and economic justice. Interns will consider how the issues presented by individuals and families in the field agency relate to economic and distributive justice, human and civil rights, and the global interconnections of oppression.
- 4) Human Behavior and the Social Environment - Interns identify a learning goal related to developing skills to incorporate biological, sociological, cultural,

psychological, and spiritual development into client assessments and intervention plans.

- 5) Social Welfare Policy and Services - Interns identify a specific policy that influences the lives of the clients they serve. Interns will identify how they will influence, formulate, and advocate for policies which are fair and just.
- 6) Social Work Practice - Interns will identify a learning goal related to a specific practice skill. These skills may include focusing on strengths, capacities, and resources of the client systems or on engaging clients in appropriate working relationships, assessing issues, and planning for service delivery.
- 7) Research - Interns will identify a learning goal which they will utilize their research skills to illustrate behavior changes for client and client systems.

Learning Plan Form

Intern Name _____ Agency _____

Agency Field Instructor _____ Faculty Liaison _____

Date _____ Review Dates _____

Revision Dates _____

Outcome	Activities	Accomplished	Comments
1) Value and Ethics			
2) Diversity			
3) Populations at Risk and Social and Economic Justice			
4) Human Behavior in the Social Environment			
5) Social Welfare Policy			
6) Practice			

7) Research			

Intern Signature _____ Date _____

Field Instructor Signature _____ Date _____

Faculty Liaison Signature _____ Date _____

Agency Study Assignment & Presentation

The Agency Study includes both a written report and a class presentation. The presentation will include an overview of the written report with a special focus on client eligibility and the procedure for making a referral.

The written report must be typed and 2-4 pages. It should include the following information:

1. The name and location of the field agency
2. A brief history of the agency and the social problem and/or issues the programs are designed to address.
3. The mission of the agency and a profile of the target populations it serves
4. The services the agency provides and interventions used
5. Eligibility requirements and the process by which clients access services. Include information about fees and the cost of services
6. Primary sources of the agency's funding including information about the number of paid staff the agency employs and how the agency utilizes community volunteers
7. Any information professionals would need to know in order to refer a client

Professional Writing Assignments

In order to successfully complete the field placement courses, interns are required to complete an internship journal. The journal serves several important purposes including: providing the student with a forum for documenting and reflecting on field placement activities and interactions, documenting intern's learning and strengths, identifying questions and areas for improvement, communicating with the Field Director and liaison and documenting the intern's integration of learning and practice experiences.

The assignments can be a journal or one of the other professional writing assignments. Assignments from the previous week will be due in seminar class each Wednesday.

Journals should include a description of the intern's major activities, and a discussion of the learning and curriculum areas applied in the field activities. Other professional writing assignments include: Research Analysis, Policy Analysis, Professional Documentation Samples, and a Professional Activity Summary.

Writing assignments will naturally include information about client contacts. This information will be treated confidentially and will only be read by the Field Director/liaison and the student. However, students should also refrain from using identifying information such as the client's name, address, date of birth, etc. As an alternative, students may use abbreviations such as Mrs. G or sequential numbers, client #1, #2.

All assignments must be typed and written using professional writing skills, including proper grammar and spelling. Interns will keep copies of all assignments in a notebook or folder which will be turned in to the liaison at the end of each semester. These notebooks will be returned to the intern and should be kept until he/she receives the final course grade.

All assignments must be written in APA format. Points will be deducted for errors in spelling, grammar and writing skills. Students will need to repeat assignments that do not meet minimum requirements.

Research Analysis

The purpose of this assignment is for interns to demonstrate the ability to apply research literature to professional social work practice.

Interns will select a research article from a current peer reviewed journal. A list of approved journals will be provided in class. Journals are considered current if they were published within the last five years. Interns will select a topic of interest and relevance to the field agency. The article must address an issue facing the social work profession, the field agency and/or the population it serves. Article topics may address the agency's target population including social issues clients' encounter, evidenced based interventions, barriers to service, interventions or policies impacting the agency's clients.

After reading, reviewing and critically analyzing the article, the intern will write a three to four page paper following the outline below. The paper must include a copy of the article, be double spaced and follow APA format.

In the review the intern will:

- Describe the researchers' purpose in writing the article. Define the issues the article addresses and how this relates to the field agency. Explain why he/she chose this article.
- Describe the research (qualitative or quantitative), methods used (surveys, in-person interviews, etc.) and the outcome measured (changes in behaviors, thoughts or feelings). Using analytical thinking skills, determine if the research methodology was sound. Support your answers with examples from the article. Offer any suggestions you may have for improvements.
- Discuss the results. How does this research benefit the target population, the social work profession, and the field agency? What impact might this research have on the field placement agency or the clients it serves? How might diverse client groups view this research?
- Offer any suggestions for improving the article including readability and application

Interns choosing to use journals not on the approved list must have these approved by the field liaison prior to writing the article review.

Students will complete one Research Article Review each semester.

Professional Documentation Sample

The purpose of this assignment is for interns to demonstrate their ability to document the use of their generalist knowledge and practice skills with clients.

The intern will submit a sample of their written documentation skills. Interns may use agency forms to document client contacts including intake forms, case notes, assessments, or treatment plans. Documentation can be from an actual or fictional client. If an actual client is used for the assignment, the intern is responsible for eliminating any identifying information. Any documentation with identifying information will result in the student receiving no credit for the assignment. Documentation must be a minimum of one-page and may include several contacts.

Interns will complete a minimum of one documentation sample per semester

Policy Analysis

The purpose of this assignment is for interns to demonstrate the ability to critically analyze social policy, articulate how policies impact clients and agencies, and formulate strategies for influencing policy changes.

Interns will select a social welfare policy which impacts the client population served by the field agency. The policy can be a federal, state, local or an agency policy. The analysis will be 3-5 pages and include the following information:

- A history of the policy including how long it has been in effect
- The social issue or problem the policy was developed to address
- The goal and/or purpose of the policy
- Effectiveness (how well does the policy appear to be achieving its goal)
- Are there any hidden or unintended consequences of the policy?
- How does the policy impact clients? How will the policy impact marginal or at risk populations?
- If this policy is not effective, what suggestions have you or others considered which might be more effective? What alternatives exist?
- What are the next steps you can take to advocate for your conclusions?

Interns will complete one policy review each semester.

Professional Activity Summary

The purpose of this assignment is for interns to demonstrate a commitment to professional development and life-long learning, which is required of social work professionals.

Interns will attend one professional activity each semester. Professional activities may include attending a workshop, training or educational event. Opportunities for professional activities will be shared in the field seminar.

Interns will write a summary of the activity which will include the following information:

- Title of the activity, date, time and sponsor (include flyer or agenda if available)
- Purpose of the activity
- Target audience (parents, social workers, mental health professionals, etc)
- Highlights of information presented
- How the activity impacts the social work profession, social service agencies, service delivery, and clients
- Would you recommend other professionals attend this activity? Why or why not?

Interns must complete one Professional Activity Summary each semester.