

SHAW UNIVERSITY
Department of Social Sciences

Social Work (SOW) 474 -Social Work Field Practice (5 credit hours)

Social Work (SOW) 475- Social Work Field Seminar (1 credit hour)

Prerequisites: SOW 301, 302, 303, 342, 371, 373, 375, 472, and 473

Instructor:

Office:

Classroom:

Office Hours:

and by Appointment

Telephone:

E-mail:

SOW 474 and SOW 475 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 474 Field Practice (5). Prerequisites: SOW 301, 302, 342, 371, 373, 375, 472, 473

This is the second course of the two-semester field practice sequence required of senior social work majors. Students will continue their placement in their field agency setting for **an additional 240 clock hours**. The purposes of the course are to provide students with hands-on experiences in working with client systems and an opportunity to integrate and apply their knowledge and skills under the supervision of a professionally trained and experienced social worker.

SOW 475 Field Practice Seminar (1). Prerequisites: SOW 301, 302, 342, 371, 373, 375, 472, 473.

The seminar is a companion course to SOW 474, Field Practice. The purposes of the seminar are to help guide the student through the field placement experience, to enhance their practical hands-on learning experiences, to manage course assignments and to provide a forum for mutual support for all students in field placement during their second semester.

Purpose of Course:

The social work field experience is required of all social work majors in their senior year. The field placement is designed to provide students with an opportunity to participate in generalist social work practice at the micro, mezzo and macro levels. This second course provides the student with an opportunity to apply and evaluate concepts and methods, while continuing the integrative learning experience begun in the first semester of field. It also serves to allow for the exchange of information with other students and professionals and to understand the agency's organizational structure and its relationship to other agencies.

The classroom seminar experiences are designed to enhance the field placement experience by providing the opportunity to build and develop the necessary skills needed to engage in and better understand the dynamics of the change process with individuals, families, groups, organizations and communities.

The second semester field placement experience builds upon the skills the student demonstrated in the first semester. This placement adds a macro skill element to the student's work with individuals and families which includes demonstrating the ability to apply research findings to practice interventions and to conduct evidenced based evaluation of the student's own practice. The course provides additional focus on working with groups and organizations and allows the student the opportunity to demonstrate skills in analyzing and influencing social policy and working for social and economic justice.

Student Learning Objectives:

Student Learning Objectives – At the conclusion of this course the students should be able to:	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, families and communities	Professional Writing Assignments Evaluation of Practice Project Field Evaluation Questions Learning Plan	PLO 1
2. Apply social work values, ethical principles, and standards in field practice with systems of all sizes	Process Recording Learning Plan Field Evaluation Questions	PLO 2
3. Apply social work knowledge and skills concerning cultural competence in practice with all client systems.	Learning Plan Professional Writing Assignments Process Recording Evaluation of Practice Project Field Evaluation Questions	PLO 3
4. Practice with diverse client systems without discrimination,	Learning Plan Professional Writing Assignments	PLO 4

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. (FO4)	<p>Process Recording</p> <p>Evaluation of Practice Project</p> <p>Field Evaluation Questions</p>	
5. Describe the history of the profession, its historical roots, its contemporary structures and issues and the roles of social workers.	<p>Learning Plan</p> <p>Professional Writing Assignments</p> <p>Field Evaluation Questions</p>	PLO 6
6. Demonstrate and apply generalist social work knowledge, skills, and practice experience to problem solve, intervene, and advocate at the micro, mezzo, and macro practice levels	<p>Learning Plan</p> <p>Evaluation of Practice Project—Assessment and Genogram</p> <p>Field Evaluation Questions</p>	PLO 6
7. Apply bio-psycho-social theoretical frameworks supported by empirical evidence in assessing individual, family and group development and behavior.	<p>Learning Plan</p> <p>Evaluation of Practice Project—Assessment and Eco Map</p> <p>Field Evaluation Questions</p>	PLO 7
8. Apply theoretical frameworks supported by empirical evidence in assessing interactions among individuals and between individuals and families, groups, organizations	<p>Learning Plan</p> <p>Process Recording</p> <p>Evaluation of Practice Project---Intervention Section</p> <p>Field Evaluation</p>	PLO 7

	Questions	
9. Demonstrate the ability to critically analyze, formulate and influence social welfare policies.	Learning Plan Policy Analysis Professional Writing Assignments Field Evaluation Questions	PLO 8
10. Evaluate and critically analyze research, interventions, and programs. Apply the results of the analysis to generalist social work practice.	Learning Plan Policy Analysis Research Analysis Evaluation Practice Project—Results and Applications Section Field Evaluation Questions	PLO 9
11. Use communication skills differentially when working with client populations, colleagues, and communities	Learning Plan Policy Analysis Research Analysis Professional Writing Assignments Field Evaluation Questions	PLO 10
12. Use field supervision effectively to facilitate professional growth and development	Field Evaluation Questions Learning Plan Professional Meeting Summary Professional Writing Assignments	PLO 11
13. Practice within the organizations and service delivery systems to effect social and organizational	Learning Plan Field Evaluation Questions Professional Writing Assignments	PLO 12

changes and advocate for social and economic justice.		
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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 published 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 additional clock hours** in the field agency (for a total of 480 hours for both semesters), adhering to all policies and procedures outlined in the Shaw University Social Work Field Manual. In addition, the intern must successfully complete the 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. **The Evaluation of Practice Project EPP** is designed to assist the intern in developing and refining the skills necessary to effectively evaluate his/her own practice interventions using a single subject design. Each intern works closely with his/her field instructor in planning and carrying out this semester-long project. As soon as possible after receiving a caseload, the intern will identify a client to follow throughout the semester. Additional information and forms for the Evaluation of Practice Project are attached to the syllabus, included in the Field Manual, and on Blackboard. This assignment is designed to meet Student Learning Outcome # 1, 3, 4, 6, 7, 8, and 10.

Field Seminar Requirements

The weekly seminar provides the student with a forum through which to process and integrate previous learning with current practice experiences. Seminar class discussions and learning assignments are used to assist students in analyzing, conceptualizing, and integrating theoretical knowledge and professional values and skills acquired in the classroom with practice experiences. While field and field seminar are listed as separate courses, the student should consider the field and seminar experiences to be an integrated whole.

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. Each student 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.
- Process Recording. Each student will complete a process recording of an interview with a client or client system. The form and additional information is attached to the syllabus, included in the Field Manual and on Blackboard. The process recording must be reviewed and signed by the field instructor prior to the due date. This assignment is designed to meet Student Learning Outcome # #2, 3, 4, and 8.

Grading and Evaluation:

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

Field Practice

Assignment	Points
Field Practice	80
Evaluation of Practice Research Project	20
Total	100

Field Seminar

Assignment	Points
Journals and Professional Writing Assignments	70
Process Recording	15
Class Attendance	10

Participation	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.

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.

Field instructors and faculty liaisons will provide input to the Field Director on the student's grade for SOW 474 through the student evaluation; however, the final grade is the responsibility of the Field Director.

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 SDS (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 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 Calendar

Class Date	SLO	Course Content	Readings	Methods	Related Assignment	Resources	Outcome Measure
Week 1		Beginning the second field placement	Shaw University Field Manual (SUFM)	1. Lecture 2. Class Discussion	Professional Writing Assignments 1		
Week 2	1,3,4,5,	Community Connections: 1. Applying strategies for working with communities 2. Working with and respecting diversity in communities	Building Diverse Community: The Sea Island Case Study	1. Lecture 2. Class Discussion of Case	Revision to Learning Plan & Professional Writing Assignment 1	Case Study & Questions	Field Evaluation Questions # Professional Writing Assignments
Week 3	3,4,5,7, 8, 9	Empowerment: Strategies for Working with Populations at Risk 1. Case and Cause Advocacy 2. Advocating for changes to policies at the mezzo and macro level 3. Strategies to combat discrimination, oppression and economic deprivation	From Case to Cause: My Name is Jess Overton	Class Discussion of Case	Professional Writing Assignments 1	Case study & Questions	Field Evaluation Questions # Professional Writing Assignments
Week 4	1,3,4,7, 11	Empowerment: Strategies for Working with Populations at Risk 1. Motivational Interviewing 2. Advocating for non discriminatory social and economic systems	Motivational Interviewing	Class Discussion	Professional Writing Assignments 2	Handout	Field Evaluation Questions Process Recording
Week 5	1,7,11	Using Evidenced-Based Practice to Evaluate your Practice 1. Defining effectiveness and efficiency 2. Using intervention that are effective	Evaluation of Practice Project(EPP) Section of SUFM	1. Lecture 2. Class Discussion	Idea for Evaluation of Practice Project & Professional Document Sample	Handouts and Due dates for EPP	Field Evaluation Questions # Evaluation of Practice Project
Week 6	1,7,8,9,	Evaluating Interventions	KidsPeace:	Class	Client	Powerpoint	Field

		1. Evaluations and single subject designs 2. Program Evaluations	Evaluation	Discussion of Examples	Summary for Process Recording	& Examples of Evaluations	Evaluation Questions # Research Article Analysis
Week 7	1,7,11	Evaluating Interventions 1. Using evidenced based interventions to improve practice and service delivery 2. Evaluating your own practice	Article of your choice	Class Discussion	Research Article Analysis		Field Evaluation Questions # Research Article Analysis
Week 8	13	Preparing for Mid term evaluations		1. Lecture 2. Class Discussion of Case	Process Recording Due	Midterm Checklist	
Week 9	5,6,7,10 11	Macro level policies and their impact on client systems 1. Using evidence based practice and program evaluations to seek funding and support for quality programs 2. Demonstrating policy practice skills	Center on Budget & Policy Priorities		Assessment Section of EPP due	Policy Analysis Framework	Field Evaluation Questions # Policy Analysis
Week 10	6,12,13	The Importance of a Professional Identity 1. The importance of professional organizations to social work 2. Dealing with issues of professional competence- Yours and your colleagues	NASW		Contract & Intervention Sections of EPP		Field Evaluation Questions # Professional Activity Summary
Week 11	12,13	Entering the Profession of Social Work : Job Search Strategies 1. Using technology in job searches 2. Developing a quality resume and cover letter	Sample Resume and Cover letter		Results Section of EPP	Sample Resume and Cover Letter	Field Evaluation Questions #
Week 12	12,13	Entering the Profession of Social Work : Job Search Strategies 1. Interview strategies 2. Integrating your field experiences into a job interview 3. Knowing if this is the job for you	Interviewing Techniques		Professional Activity Summary & Policy Analysis	List of job search sites	Field Evaluation Questions # Professional Activity Summary

Week 13	1,2,7,8,	Student Presentations of their Evaluation of Practice Projects (EPP)		Presentation	Evaluation of Practice Project due	Peer evaluation form	Field Evaluation Questions # Evaluation of Practice Project
Week 14	9,10,11	Student Presentations of their Evaluation of Practice Projects		Presentation	Professional Summary due	Peer evaluation form	Evaluation of Practice Project
Week 15		Summary and Celebration	Lecture & Class Discussion of Cases		Evaluation of Field Liaison and Field Instructor/ Agency		

**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

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.

Process Recording

A Process Recording is a detailed report describing what happened during a client contact, both verbal and non-verbal. It includes the intern's impressions and feelings about the contact. It is a teaching tool for both the intern and the instructor. The intern is able to review the content of the process recording in an objective manner and identify ways in which he/she might have responded differently.

The process recording begins with an introduction which includes a brief description of the client, the number of previous contacts and the goals or purpose for the contact. The introduction also should include non-identifying information about the client such as age, ethnicity and other demographics. All identifying information should be omitted or disguised. Process recordings are for the benefit of the student, field instructor and faculty liaison and should not be included in agency files.

The interview should be recorded in the assigned format. After approximately ten minutes of dialogue, the intern will write a summary which will include the student's questions, reflections, and evaluations of the interview. The intern should assess his/her interviewing and assessment skills and discuss "next steps" for the client.

The process recording must be reviewed and signed by the field instructor prior to being turned in to the field liaison. This requires that the intern plan ahead and complete the interview and process recording a few weeks prior to the due date.

Process Recording Form

Verbatim account of contact with the client.	The intern's response including feelings and thoughts about the Dialogue with the client.	Intern's comments including any changes he/she would make in the future.	Field instructor's comments
<p>W: Hello, Ms Clark. It is nice to see you today.</p> <p>C: Well I am glad to see you also. So much has happened since our last meeting and I need to talk to you about it.</p>	<p>I thought "oh no what else could happen and I hoped it was something I knew something about so I could help her"</p>	<p>I wonder how long it will be before I don't feel so nervous when clients have new issues</p>	

W = Worker
C = Client

Evaluation of Practice Research Project

This is a semester-long project that is undertaken in the spring semester. It is designed to provide the intern with the opportunity to demonstrate the ability to apply evidenced-based research to generalist social work practice. Interns work closely with the field instructor to develop a plan to implement the project. Project designs may vary based on the intern's interest, the structure of the placement and the agency's needs.

The most common project will involve following a client or client system through the agency's process from intake to termination. Interns will use research strategies to evaluate any changes in the targeted issues. The project will be designed as a case record and can be developed using agency forms and documentation. If the agency does not have set forms for documentation, these will be provided for the intern. The case file will include:

- Intake - includes a description of the client's situation and presenting issue
- Assessment - includes a bio-psychosocial, a social history, ecomap, genogram or other comprehensive assessment tools
- Contract and Client Goals - includes measurable goals and objectives, timelines, dates for completion, baseline measures, specific activities and responsible parties
- Intervention - includes documentation of services provided, clients and collateral contacts
- Results - includes information regarding the current status of the case. Is the case to be terminated or transferred? What issues remain to be addressed?

The Practice Evaluation portion of the project evaluates both the case outcome and the intern's skills and comprises 50% of the student's grade. Interns use their analytical skills to answer these key questions regarding the case outcome:

- To what degree did the client accomplish the goals established?
- What changes were documented?
- What obstacles did the client encounter?
- What factors (including those related to the client, agency and social worker's skills) affected the outcome of the intervention?
- What worked in this case? What did not work?
- How might this information be used by the intern, the agency and the client in the future?