

**Northeastern State University**  
College of Social and Behavioral Sciences  
Social Work Department  
Tahlequah, OK  
**Fall 2002**

**INSTRUCTOR:**

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**COURSE TITLE AND NUMBER:**

**CLASS DAYS AND TIME:**

SOWK 4994 - Practicum II & Seminar  
rescheduled

Monday 4:00 p.m. - 5: 00 p.m. or as

**PREREQUISITES:**

SOWK 4984 Practicum I & Seminar

**CATALOG DESCRIPTION OF COURSE:**

Practicum II with seminar builds upon Practicum I to complete the applied learning experience necessary for entry level competency in generalist social work practice. Course is designed to integrate theoretical concepts with applied learning experience in an approved human service agency. Students complete a minimum of 220 hours in the agency and concurrently attend a weekly seminar on campus that is intended to integrate knowledge, values and skills of generalist social work practice.

**PURPOSE:**

The purpose of field practicum and integrative seminar is to provide the student opportunities for integration and application of the knowledge, values, skills and ethics of the social work profession that are taught throughout the curriculum and the **global** context of the social work profession. Learning is enhanced through professionally supervised generalist social work practice by approved agency field instructors. Students develop an awareness of self in the process of providing social work intervention services and practice skills to enhance the well-being of people through the amelioration of environmental conditions that affect people adversely. Students learn the use of oral and written communications that are consistent with the language of the practicum setting and the profession. Opportunities to critically assess, implement and evaluate agency policies and procedures within ethical guidelines are provided in seminar assignments and practicum activities. Practicum placements afford opportunities to

provide generalist social services to diverse client systems, including many placements related to work with **Native American** populations.

### **COURSE OBJECTIVES:**

#### Knowledge:

K.A. Understand critical thinking and research skills within the context of professional social work practice.

K.B. Understand the value base of the social work profession and its ethical standards and principles as they apply to generalist social work practice.

K.C. Understand the need to practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

K.D. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

K.E. Understand and interpret the history of the social work profession and the social welfare institution and their contemporary structures and issues in generalist social work practice.

K.F. Understand the use of knowledge and skills of generalist social work practice with systems of all sizes.

K.G. Understand the use of theoretical frameworks, supported by empirical evidence, to understand individual development and behavior across the life span and the interaction among individuals and between individuals and families, groups, organizations, and communities.

K.H. Understand the methods used to analyze, formulate, and influence social policies.

K.I. Understand how to evaluate research studies and apply research findings in generalist social work practice.

K.J. Understand the use communication skills differentially across client populations, colleagues, and communities.

K.K. Understand the use supervision and consultation appropriate to generalist social work practice.

K.L. Understand the importance of functioning within the structure of organizations and service delivery systems and seek necessary organizational change.

K.M. Understand the need for cultural sensitivity in the provision of services for **Native American** populations.

K.N. Understand the **global** context of the social work profession.

Values:

V.A. Commitment to apply critical thinking skills and research skills in the context of professional social work practice.

V.B. Appreciation for the value base of the social work profession and its ethical standards and principles as they apply to generalist social work practice.

V.C. Appreciation for the need to practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

V.D. Appreciation for the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

V.E. Appreciation of the history of the social work profession and the social welfare institution and their contemporary structures and issues in generalist social work practice.

V.F. Commitment to the use of knowledge and skills of generalist social work practice with systems of all sizes.

V.G. Commitment to the use of theoretical frameworks, supported by empirical evidence, to understand individual development and behavior across the life span and the interaction among individuals and between individuals and families, groups, organizations, and communities.

V.H. Appreciation of the methods used to analyze, formulate, and influence social policies.

V.I. Commitment to evaluate research studies and apply research findings in generalist social work practice.

V.J. Commitment to the use communication skills differentially across client populations, colleagues, and communities.

V.K. Commitment to the use supervision and consultation appropriate to generalist social work practice.

V.L. Appreciation of the importance of functioning within the structure of child welfare organizations and service delivery systems and seek necessary organizational change.

V.M. Commitment to cultural sensitivity in the provision of services for **Native American** populations.

V.N. Appreciation of the **global** context of the social work profession.

Skills:

- S.A. Demonstrate the use critical thinking and research skills within the context of professional social work practice.
- S.B. Demonstrate the value base of the social work profession and its ethical standards and principles as they apply to generalist social work practice.
- S.C. Demonstrate the need to practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- S.D. Evaluate the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- S.E. Evaluate and interpret the history of the social work profession and the social welfare institution and their contemporary structures and issues in generalist social work practice.
- S.F. Demonstrate the use of knowledge and skills of generalist social work practice with systems of all sizes.
- S.G. Demonstrate the use of theoretical frameworks, supported by empirical evidence, to understand individual development and behavior across the life span and the interaction among individuals and between individuals and families, groups, organizations, and communities.
- S.H. Demonstrate the methods used to analyze, formulate, and influence social policies.
- S.I. Demonstrate how to evaluate research studies and apply research findings in generalist social work practice.
- S.J. Demonstrate the use communication skills differentially across client populations, colleagues, and communities.
- S.K. Demonstrate the use supervision and consultation appropriate to generalist social work practice.
- S.L. Evaluate the importance of functioning within the structure of child welfare organizations and service delivery systems and seek necessary organizational change.
- S.M. Demonstrate the need for cultural sensitivity in the provision of services for **Native American** populations.
- S.N. Evaluate the **global** context of the social work profession.

**OBJECTIVE MEASURES:**

- A. Demonstrate the use critical thinking and research skills within the context of social work practice through practicum activities and tasks, required readings, seminar papers and

projects, case studies, and seminar discussions.

B. Demonstrate the value base of the social work profession and its ethical standards and principles as they apply to generalist social work practice through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

C. Demonstrate the need to practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

D. Evaluate the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

E. Evaluate and interpret the history of the social work profession and the social welfare institution and their contemporary structures and issues in generalist social work practice through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

F. Demonstrate the use of knowledge and skills of generalist social work practice with systems of all sizes through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

G. Demonstrate the use of theoretical frameworks, supported by empirical evidence, to understand individual development and behavior across the life span and the interaction among individuals and between individuals and families, groups, organizations, and communities through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

H. Demonstrate the methods used to analyze, formulate, and influence social policies through  
practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

I. Demonstrate how to evaluate research studies and apply research findings in generalist social work practice through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

J. Demonstrate the use communication skills differentially across client populations, colleagues, and communities through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

K. Demonstrate the use supervision and consultation appropriate to generalist social work

practice through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

L. Evaluate the importance of functioning within the structure of child welfare organizations and service delivery systems and seek necessary organizational change through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

M. Demonstrate the need for cultural sensitivity in the provision of services for **Native American** populations through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

N. Evaluate the **global** context of the social work profession through practicum activities and tasks, required readings, seminar papers and projects, case studies, and seminar discussions.

### **INSTRUCTIONAL MATERIALS: (Required textbook)**

Royse, D., Dhooper S. & Rompf E. (1999). Field instruction; A Guide for social work students, 3rd Edition. White Plains, NY: Longman Publishing Group.

Field Practicum Manual

### **INSTRUCTIONAL PROCEDURES:**

The expected course outcomes will be attained through a variety of instructional strategies and practicum experiences intended to complement the student's life experiences and formal education. Those instructional strategies to be used in integrative seminar include, but are not limited to, the following: class discussion, group activities, case studies, video presentations, guest speakers, oral presentations by the faculty liaison and students. Students will complete four (4) projects they have researched and critically analyzed. In practicum the student's learning experiences will be determined by the student's Educational Contract and opportunities provided by the agency.

## **Practicum II and Seminar**

### **I. Communication (Weeks 1 and 2)**

- A. Communication.
- B. Communication filters.
- C. Organizational and interpersonal communication.
- D. Advantages of various types of communication.

**Assignments: Submit Role Play Activity Summary and Daily Log sheets.**

### **II. Generalist Social Work in Practicum Setting (Weeks 3, 4, 5, 6 & 7)**

- A. Intraactional process.
- B. Empowerment/self determination of clients.
- C. Generalist social worker.
- D. Social work perspectives.
- E. Basic theories of human development and behavior.
- F. Bio-psycho-social variables.
- G. Human behavior in the social environment.
- H. Knowledge, skills, and abilities.
- I. The helping process.
- J. Classroom theory and practice integrated.

**Assignments: Complete role play activity, view video, and complete assessment forms, submit Daily Log sheets, and complete and present Case Analysis paper.**

### **III. Critical Thinking and Research (Weeks 8, 9, and 10)**

- A. Critical thinking.
- B. Scientific thinking.
- C. Key points.
- D. Research methods and techniques.
- E. Cause and effect.
- F. Inductive and deductive reasoning.
- G. Generalizations, facts and inferences.

**Assignment: Complete Critical Analysis paper and submit Daily Log sheets.**

### **IV. Oppression, Populations-at-Risk, and Social Justice (Weeks 11, 12, and 13)**

- A. Populations-at-risk.
- B. Social justice.
- C. Social Work values and ethics.
- D. Oppression, discrimination, prejudice, an bias
- E. Morality and responsibility in practice.
- F. Commitment to social change.
- G. Ethically sensitive social work practice.
- H. Advocacy.

**Assignments: Locate and discuss current media reports related to social work concerns, participate in weekly seminar discussions regarding connecting advocacy and social change to field experience, and submit Daily Logs.**

### **V. Professional Use of Self and Evaluation of Practice (Weeks 14 and 15)**

- A. Self-awareness/professional use of self.
- B. Personal and professional growth.
- C. Lifelong learning.
- D. Evaluation of practice.

- E. Cultural sensitivity.
- F. Diversity.
- G. Empowerment.
- H. Rural and Native Americans.
- I. Generalist social work practice.
- J. Use of research.

**Assignments: Complete a Process Recording which focus on self awareness/ professional use of self and submit Daily Logs sheets.**

#### **VI. Final Evaluation (Week 16)**

- A. Termination and closure.

**Assignment: Final Student Performance Evaluation, Field Practicum Assessment, and Evaluation of Liaison by Student and Field Instructor.**

#### **STUDENT PERFORMANCE ACTIVITIES: (Attendance/Punctuality)**

Consistent and punctual attendance at integrative seminar and practicum is both expected and required for your successful completion of this course. For a passing grade in the course a student must attend a minimum of 80% of the seminar sessions with minimum tardiness and leaving class early. A minimum of 220 hours is completed at the practicum agency. The student's work hours at the agency must be set at the beginning of the semester and the student is expected to maintain regular and punctual attendance.

Students are expected to be present and ready to start seminar at the scheduled time. Late arrival to seminars cannot be avoided in some situations, however, it is disruptive and when chronic will affect your grade for professionalism. Chronically leaving seminar early may also affect your grade.

Additionally, students are expected to take responsibility for his/her learning. The sharing of insight, experiences, and asking questions contribute to the quality of the seminar discussions. Students are expected to be prepared to contribute to the discussion and to participate fully in seminar.

#### **ASSIGNMENT DUE DATES:**

Handouts fully describing the requirements of the four major assignments/projects will be distributed and discussed. Assignments are due at the beginning of the class period on the date indicated in the class schedule or at the time the assignment is given. No assignments will be accepted late unless prior arrangements are made with the instructor. Assignments which are accepted late will receive a minimum grade reduction of one letter grade (10 points).

#### **STUDENT EVALUATION:**

Practicum:

Each student is expected to complete a minimum of 220 hours over the course of the entire semester in the assigned practicum agency. A student may not accumulate hours before the semester begins or after the semester ends to apply toward the total required hours, unless this has been approved by the practicum coordinator and faculty liaison. Practicum students cannot finish their practicum more than two weeks before the end of the semester, including finals week, regardless of the number of hours accrued.

The grade for practicum is recommended by the field instructor and equals one-half the grade for the course. The practicum grade is based on the student's performance in the agency, progress in meeting the course objectives, and completion of the tasks/activities in the student's Educational Contract. Mid-term and Final Performance Evaluations are completed by the field instructor.

Seminar:

Students attend weekly integrative seminar and are expected to come prepared to contribute to the discussion. During the semester each student will complete a video role play exercise, write a case analysis, write a critical analysis paper, and complete a process recording focused on self awareness, keep a daily log of practicum experiences and be responsible for completion of required paper work such as the Educational Contract, Memo of Agreement, and evaluations.

1. Participation is expected and indicates a student's preparation, commitment, and level of interest. Seminar participation involves interaction with fellow students and the instructor, not simple presence in the classroom. Respect for other students and their divergent views and beliefs is expected.
2. The student's Final Performance Evaluation will constitute the formal written evaluation utilized in the course.
3. Grades will be computed as follows:

Student performance in practicum agency.....	50%
Integrative Seminar.....	50%

The final grade for this course is assigned by the faculty liaison. The grade will be based on the student's performance in the above referenced areas. The following grades are possible:

- (P) PASS - The student must
- 1) complete a minimum of 220 hours in practicum and receive a passing grade,
  - 2) attend 80% or more of seminar sessions,
  - 3) receive 80% or more for professionalism,
  - 4) submit all written work with an minimum average grade of 80%, and
  - 5) maintain a portfolio which meets all requirements.

(F) FAIL - Students who do not meet the minimum course requirements (below 60%) in seminar or receive a failing grade practicum.

(U) - In individual situations of students who have not failed the course, but also do not meet the requirements for a "pass" grade may receive a "U" grade.

\_\_\_\_\_ (I) - A grade of incomplete (I) may be assigned in certain situations when a student is unable to complete the required hours because of factors beyond the control of the student.

NOTE: Please refer to the Practicum Manual for more information regarding course grading.

4. Students should not withdraw from this class without being discussed with their faculty liaison and Practicum Coordinator. Students who are permitted to withdraw are advised that it is their responsibility to check the NSU schedule for the semester for the official last date when they may drop a course with an automatic "W". Students dropping the course after that date, you will receive the grade you have earned up to the drop date. The grade "W" will be assigned if your grade is a "D" or higher and an "F" will be assigned if you stop attending and have not turned in assignments or have not taken scheduled examinations prior to the official drop date.

5. Students wishing to visit with the professor may visit with them in their office which is listed on page one. Office hours are posted adjacent to the office door.

Portfolio:

Students will maintain a three-ring binder which will be the repository of course related materials generated during the semester. Portfolio requirements will be included in a course handout.

### **ADA COMPLIANCE:**

If any student feels that he/she has a disability and needs special accommodations, please advise the instructor of such disability at the first class attended.

### **INCLEMENT WEATHER/ DISASTER POLICY:**

#### **Policy (Seminar):**

It is assumed that class will be held as scheduled unless otherwise notified. In the event of inclement weather or disaster an official announcement of the cancellation of classes will be made through the local news media, by the university. The instructor will be as accommodating as possible to students who feel that driving to campus during inclement weather or a disaster

would be hazardous to their health and well being. Students should always use good judgement when evaluating their own situation relative to inclement weather and natural disasters.

**Policy (Practicum):**

Practicum students should also become aware of and follow their agency's inclement weather policies and procedures. If on-campus classes at the university are cancelled and the agency is open the student would be expected to attend practicum. If the agency is closed and the university is open for classes the student would not attend practicum that day and no hours would be accrued toward the required minimum number of hours.