

Syllabus for
SWK 443/444--Senior Practicum I and II
6 Credit hours each
Spring 2007

I. COURSE DESCRIPTION

Provides the primary senior practicum experience for students in the professional social work degree plan for generalist practice. Students are placed in a social service agency under the supervision of a person with a Masters in Social Work (MSW) degree and perform roles and job descriptions similar to those of the professional social workers of the agency. (This course is normally combined with SWK 444 to create a block practicum for one semester totaling 480 hours of practicum experience. SWK 443 and 444 may be taken separately during the academic year with 240 hours of practicum each semester.)

Prerequisites: SWK 202, 302, 303, 311, 331, 332, 333, 341, 342, and senior status in the social work professional degree program

II. COURSE GOALS

The senior practicum offers students experience upon which to build their professional careers in generalist social work. It provides them with an arena to practice the application of theory and techniques in field setting and an opportunity to discover their professional strengths and weaknesses. This educational practicum also serves to broaden students' concept of agencies and provides experiences that will expand their understanding of human behavior.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course the student will be able to do the following:

- A. Join NASW and obtain liability insurance for the practicum experience (second year of membership and coverage with Practicums I and II comprising the first); (week 1).
- B. Write goals and objectives (cognitive, skills, and affective) for the practicum experience to be utilized in the evaluation process; (weeks 2-3, 5)
- C. Analyze strengths and weaknesses in the use of interpersonal communication skills with client systems through supervisor consultation, seminar discussion, and process recording; (weeks 1-15).
- D. Articulate social work values and ethics to the practicum; (weeks 4, 1-15).
- E. Discuss the influence social class, socioeconomic status, culture, sexual orientation, race, etc. has on various client systems through assessment of client situations, seminar discussion, and role playing; (weeks 5, 1-15).
- F. Detail social welfare policy through the agency analysis and in the comprehensive final examination; (weeks 5, 1-15).
- G. Apply problem-solving strategies through completion of the case record assignment using the six major steps involved in the Generalist Intervention Model; (week 7).

- H. Design a practice evaluation instrument to evaluate own practice; (week 7).
- I. Develop an eclectic approach to working with people; (week 8).
- J. Integrate professional skills, values, and knowledge through the supervisor-worker relationship, seminar discussions, and assigned readings; (weeks 1-15).
- K. Keep a weekly journal to facilitate growth in professional development; (weeks 3-14).
- L. Conduct an in-service training experience for agency staff where placed; (weeks 3-14).
- M. Attend at least one NASW chapter meeting during the semester and other seminars and workshops as agreed upon with professor; (weeks 1-15).
- N. Experience 480 hours of practicum experience and submit time sheets of experience twice during the semester; (weeks 1-15).
- O. Examine and critique social work research and literature through article critiques;(wks 4, 6, 9).
- P. Integrate theories of human development in client assessment for the practicum experience and for the comprehensive final examination; (weeks 1-15).
- Q. Complete an evaluation of the agency where placed; (week 12).

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Material

Textbook

Oral Roberts University Social Work Department Practicum Manual, 2005

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
 - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 - 5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education ePortfolio Handbook and the departmental handbook for the student's major.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Because this is a combined practicum (SWK 443 and 444), two grades are assigned for this class. The first grade is for written assignments and the next for field assignments.
- b. Evaluation Scales--The following scale applies for written assignments/In-Class Activities - (SWK 443)
- c. Assignments Points

Goals and Objectives (First Submission)	10
Agency Analysis	50
Case Record	100
Article Critiques (3 @ 20 points each)	60
Weekly Journals (12 @ 10 points each)	120
Student Final Evaluation Report	50
Final Exam	100
Timely Submission of Time Records (Midterm)	5
Timely Submission of Time Records (Final)	5
Class Attendance	5
Class Participation	<u>5</u>
Total Points Possible	510
- d. The following grading scale applies for field activities (SWK 444):
 - Completion of Required Field Hours (480)
 - Receive a Positive Evaluation at Midterm
 - Receive a Positive Evaluation at Final.
 - Complete a Process Recording assignment that includes feedback/comments from the Field Supervisor.
 - Complete one service project at the field placement where assigned.
 - Attend at least one (1) NASW local chapter meeting.
 - Attend all other projects are required).
- e. The following grading scale applies for written assignments (SWK 443).

510 - 459 =	A
458 - 408 =	B
407 - 357 =	C
356 - 306 =	D
305 - =	F
- f. The following grading scale applies for field work (SWK 444).
 - All Assignments Completed On Their Due Dates = A
- g. Due Dates (written assignments--SWK 443)
 - (1) All assignments are due at the beginning of class.
 - (2) Weekly journals that are turned in late will not be accepted and student will lose those points assigned for the assignment.
 - (3) Major assignments turned in after the due date are penalized at the rate of five (5) points per day (including weekends) and will not be accepted after

- the third day. Each must be signed and dated by a Behavioral Sciences staff person (not including student workers).
- (4) Students lose ten (10) points in the final grade evaluation for failure to submit time records (midterm and final) on schedule. Students are advised to retain a copy of all assignments (including time records).
2. ePortfolio Requirements
 - a. The student must submit the Practicum Supervisor Evaluation and the Agency Report as detailed in the procedures section which follows. These reports must be submitted immediately following the students final evaluation as per the course calendar.
 - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
 3. Other Policies and/or Procedures
 - a. Course Structure -- The class meets on Fridays for one hour for the integrated seminar. A variety of teaching modalities are utilized, in both the field and classroom setting, in order to meet the course goals and objectives.
 - b. All assignments must be typed and contained in a portfolio. Three-ring or other "cumbersome"-type folders should be avoided. No passing grade is assigned for the course unless all written assignments have been submitted. The written assignments are for SWK 443.
 - c. Goals and Objectives
 - (1) Each student develops four (4) learning goals with three (3) objectives for each goal.
 - (2) Goals and objectives should be developed with the field supervisor who should check to see if they reflect a realistic set of learning outcomes that are possible to achieve at the field placement.
 - (3) The student is to submit one copy to the
 - (a) professor.
 - (b) field supervisor.
 - (c) folder (portfolio).
 - (d) student's file.
 - (e) Appendix "A" is the guideline
 - (4) The goals and objectives serve as the student's
 - (a) learning plan for the semester.
 - (b) evaluation at midterm and final.
 - (c) focus for writing the weekly journals.
 - d. Weekly Journals
 - (1) Weekly journals are to be focused on the student's goals and objectives.
 - (2) Points are deducted from each weekly journal if this guideline is not followed.
 - (3) Journals are to be a minimum of two (2) pages.
 - (4) Appendix "B" is the guideline.
 - e. Agency Analysis
 - (1) Agency analysis report is to be consistent with the information provided in Appendix "C."
 - (2) The report should not exceed three (3) typewritten pages.
 - f. Case Record--Appendix "D" is the guideline.
 - g. Article Critiques
 - (1) Articles must be selected from professional journals or periodicals.

- (2) They must be related to the services provided by the student's practicum placement.
 - (3) There must be a minimum of two (2) pages per article.
 - (a) The *first page* is the summary of the article (*objective data*).
 - (b) The *second page* is the student's *critical analysis of the methodology* used to gather the data.
Editorializing of the article should be avoided and penalty points will be imposed should this occur.
 - (4) APA format and research terminology is to be followed when writing the articles. Use Appendix "E" as your guideline. .
- h. Student Final Evaluation Report--Appendix "F" is the guideline.
- i. Time Records
 - (1) Each student is to submit time records to the professor at midterm and at the end of the semester.
 - (2) They must include
 - (a) the activities performed.
 - (b) the field supervisor's signature.
 - (c) a total calculation of the hours on each sheet.
 - (3) Time sheets are not accepted if the above guidelines are not adhered to, and the student loses the points allocated on the "assignment" scale for this assignment.
- j. Final Examination
 - (1) is a comprehensive "take home."
 - (2) is handed out in class two (2) weeks prior to the due date.
- k. Assignments (Field--SWK 444)—
 - (1) Each student is required to log in a minimum of 480 field hours for the semester.
 - (a) As the semester only allows for 14 instead of 15 weeks for field work, it may be necessary to plan for extra hours in the field during the semester.
 - (b) The student may also choose to make up hours during the break or during finals week.
 - (c) No passing grade is assigned for the course unless all field hours and other field assignments are completed.
 - (2) The Service Project--This assignment is used as a way of showing appreciation for hosting the student during the semester. Student should:
 - (a) become involved in a project that will benefit the agency after students departure.
 - (b) choose a project that is mutually agreed upon by the field instructors and the student and one that is consistent with the student's level of training and competency.
 - (3) Process Recording--Students are required to complete at least one process recording during the semester. This "tool" is to be used to identify student's strengths and weakness at the beginning of the practicum and should therefore:
 - (a) be completed by the sixth week of the semester so that the student will have the opportunity to work on identified problems.
 - (b) be submitted to the field supervisor for feedback.. *A copy is to be submitted to the professor at the same time. NOTE: The process recording will be a focus of discussion with the students and the*

field instructors when the professor visits the agency for the final evaluation.

- l. Each student is required to attend
 - (1) at least one (1) NASW or NACSW local chapter meeting during the semester.
 - (2) attend all workshops/seminars agreed upon by the class. Five (5) points for each event will be deducted from the student's final evaluation scores (for a possibility of 10 points) for failure to meet this requirement.
- m. Students are required to assume responsibility for fulfilling the responsibilities assigned by the agency. This includes, but is not limited to, abiding by all rules and regulations established by the agency for its staff, volunteers, interns, etc.
- n. NASW membership, liability insurance, vita and agency acceptance form are required. All students in field practicum are required to be protected by malpractice insurance. Therefore, the following are submitted to the professor by the first Monday following the first class meeting of the semester.
 - (1) A membership application for NASW (National Association of Social Workers)
 - (2) An application for membership to American Professional Agency, Inc. (for liability insurance)
 - (3) Two separate checks (or money orders) made payable to
 - (a) NASW (for the full amount of the membership fee).
 - (b) American Professional Agency, Inc. (for the full amount of the membership fee).
 - (4) Students are not to mail these applications but should submit both to the professor for mailing. Note - Both applications are handed out in class.
 - (5) Students who are already members of both of these organizations must present proof of membership to the professor.
- o. Agency acceptance forms is due by class meeting number two. The agency acceptance form must be completed and signed by the agency supervisor.
- p. Changes in the Syllabus—Any minor changes in the syllabus, e.g., due dates, will be made in class. This announcement is considered to constitute adequate notice of such changes. Students who are absent on the date of the announced changes will be expected to check with classmates, or with the professor, for specifics.
- q. Other Policies
 - (1) Students receive no points for the final exam if cheating is suspected and may face possible disciplinary action by the University.
 - (2) Students suspected of plagiarism receive no points, and possible disciplinary action by the University may be imposed.
- r. Office hours are posted on the instructor's door. A student whose schedule does not allow him or her to make the posted hours should see the professor after class or leave a message including his or her name, phone number and/or CPO box number). Arrangements will be made at a time that is convenient for both to meet. If the professor's door is closed, students should please check first with the secretary before knocking. Students should respect the confidentiality of others that is requested by the closed door.
- s. This class is considered to be a "group." As such, class attendance is considered as an essential component of the requirements for the course.

V. COURSE CALENDAR

<u>Week</u>	<u>Assignments Due/Class Activities</u>
First Class Meeting:	Orientation to the course Assignment of Field Placements
1	Agency Acceptance Form--Due Class Discussion: Overview: Writing the Goals and Objectives
2	Weekly Journal No. 1--Due Class Discussion: Field Experiences
3	Weekly Journal No. 2--Due Article Critique No. 1--Due Class Discussion: "Professional Values and Social Work Ethical Code"
4	Weekly Journal No. 3--Due Goals and Objectives--Due Agency Analysis--Due Class Discussion: "Understanding Ethnic
5	Weekly Journal No. 4--Due Article Critique No. 2--Due Class Discussion: "Developing and Maintaining Communication with People,"
6	Weekly Journal No. 5--Due Process Recording --Due Class Discussions: Overview: Writing the Case Record "Using the Basic Problem-Solving Process,"
7	Weekly Journal No. 6--Due Case Record--Due Time Records (Mid-term) Due Class Discussion: "Developing an Eclectic Approach" Brill,
8	Weekly Journal No. 7--Due Article Critique No. 3--Due Class Discussion: "Utilizing Skills and Techniques,"
9	Weekly Journal No. 8--Due Class Discussion: "Working With People in Groups,"
10	Weekly Journal No. 9--Due Class Discussion: "Dealing with Vulnerability, Dependency, and Resistance"
11	Weekly Journal No. 10--Due

	Student Final Evaluation Report--Due Class Discussion: "Getting It All Together"
12	Weekly Journal No. 11--Due Class Discussion: Clarification of Questions Regarding the Comprehensive Final Exam Final Exam will be handed out week No. 12
13	Class Activity: Role-Playing Weekly Journal No. 12—Due
14	Final Exam--Due Time Records (Final)—Due
15	Class Activity: Semester Wrap-up
NOTE:	<ul style="list-style-type: none"> * Some class discussions may be substituted with a workshop/seminar attendance. * Opportunities will be given to discuss field experiences at each class meeting. * Students are expected to be prepared to discuss reading assignments when class begins.

Course Inventory for ORU's Student Learning Outcomes

SWK 443/444--Senior Practicum I and II Spring 2007

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity	X			

(Revised 1/15/04)

APPENDIX A
Guidelines for Writing the Learning Goals and Objectives

Definition--A goal is a statement that describes a specific observable behavior and/or learning the student desires to modify, or change, by the end of the semester.

An objective delineates a "step" that will be taken in order to reach the goal or desired end.

Goals and Objectives must be

- (1) Consistent with the student's level of knowledge and skills.
- (2) Written in explicit and measurable terms.
- (3) Related to the desired end or results sought.
- (4) Feasible--i.e., achievable during the semester.
- (5) Stated in terms that emphasize growth.
- (6) Compatible with the agency's function and population it serves.

- A. Cognitive Goal--consists of ideas, facts or concepts. When writing objectives, may use such words as understand, explain, compare, classify, and define.
- B. Affective Goals--consist of Inner and Outer directed feeling and/or values.
 1. Outer-directed feelings and values are directed toward ideas, people, and events. Examples are:
 - a. anger toward individual suffering
 - b. appreciation for individual differences (e.g., cultures, ethnicity)
 - c. valuing the ideas of a client or fellow coworker/student.
 2. Inner-directed feelings and values are directed to the self. Examples are developing:
 - a. confidence in one's ability and judgment.
 - b. pride in achievement.
 - c. patience with progress toward personal growth.
 - d. assertiveness.(May use such words and/or phrases as: understand, become aware of, learn to appreciate, satisfaction with or in, enjoy, and value.)
- C. Skill Goal--consists of "doing" (i.e., the application of knowledge).

(May use such words as: analyze, assess, evaluate, distinguish, evaluate, listen attentively, to plan, to identify and synthesize.)
- D. Professional Goal--consists of the transfer of cognitive, affective, and skills knowledge/learning from the classroom and practicum setting to the professional world.

Note: Three (3) objectives are required for each goal, with the exception of the affective goal which will require six objectives (Three (3) for the Outer-directed feelings and three (3) for the Inner-directed feelings).

Remember to--Be specific in stating the goals and objectives.

Include the time frames, i.e., the beginning and ending dates

State (in the objectives) -

Who (will be involved)

What (the involved person(s) will be doing)

When (the action/activity(ies) will occur)

Where (the action/activity(ies) will occur)

Including all of the above will clearly delineate how you hope to achieve the end results, the stated goals.

APPENDIX B

Format for Student Weekly Reports/Journals
(Minimum of two pages required per journal)

1. Student's Name (Top of the page)
Practicum Agency (Top of the page)
Date of Log (Top of the page)
Log Number--Numbered sequentially (Top of the page)
Summary of Activities (For each particular week)
Impression of Activities
Future Plans (problems/successes experienced during the week, how these may affect or enhance your progress toward completing your stated goals and objectives, how you will be handling any obstacles that may have occurred, etc.
2. Leave the appropriate amount of spaces between the topics you will be addressing your logs. The usual amount of spaces will be three between the first four items listed above and two spaces between the topics of discussion.
3. Logs must be placed in a folder (a portfolio is preferred).
4. The most current log is to be placed on the top of all others. (The professor will not spend time searching for the appropriate log for any particular week and the student may not receive credit, even though the log may be submitted).
5. All weekly logs must be neatly typed. Your progress (or lack of) in achieving your goals and objectives should be the focus. No written logs will be accepted.
6. Typos and grammatical errors will be counted against the points received for each log.
7. Students will be expected to submit all of their logs, along with other completed assignments, each week.

APPENDIX C

A Schema for the Study of a Social Service Agency

- A. Identify the boundaries of the agency.
- B. Discuss the history of the agency.
- C. Discuss the structure and function of the agency:
 - 1. The goals and objectives.
 - 2. The agency resources, i.e., funding source, staff (voluntary and paid).
 - 3. The sanctioning of the agency (public or private).
 - a. If Public:
 - (1) Identify the laws, policy, and regulations that impact on the agency functioning.
 - (2) Identify the organizational structure of the larger organization of which the agency is a part.
 - (3) Note means of citizen involvement and input.
 - b. If Private:
 - (1) Describe the structure and functioning of the board of directors. Describe them as persons.
 - (2) What are the roles and responsibilities of the board of directors (both internally and externally)?
 - 4. Discuss the organizational structure of the agency (Public or Private).
 - a. How are decisions made? (The organizational Flow Chart is to be discussed here.)
 - b. What is the communication process?
 - 5. THE STAFF: Discuss the staff as professionals in their respective positions within the agency, their roles, ways of working with each other with their clients and with administrators and/or governing board.
 - 6. THE CLIENTS: Discuss the needs of the clients, their characteristics, expectations, economic status, gender, and ethnicity.
- D. IDENTIFY the strengths and limitations of the agency in terms of serving the clients and meeting the goals and objectives of the agency.
- E. Give your own overall impression of the agency. Would you use this agency as a referral for your clients?

APPENDIX D

Guidelines for Writing the Case Record Report

1. Include a cover sheet for the assignment with:
 - a. Title of the assignment (Case Record)
 - b. Your name
 - c. Name of the course (Practicum III & IV)
 - d. Date of the assignment (Use the due date)
2. Use third-person terminology, e.g., "this worker," "this counselor"--rather than "I."
3. For confidentiality reasons, take precaution to disguise all information that may be identifiable to the client.
4. Always "introduce" your client when beginning another heading. May wish to use the client's first name, refer to he or she as "the client" or something similar to this.
5. Leave two spaces between each topic you are addressing.

Format For The Case Record:

Client's Name (Use a fictitious name)
Agency (Your Practicum Setting)
Dates of Contacts With the Client)

Data Base: Include the client's "fictitious" name, the referral source, date of the referral, reason for the referral or brief explanation as to how you came in contact with the client, i.e., why the referral was assigned to you.

Objective Data: (All of this information will be factual and may be taken from the referral source, face sheet, client intake form, observable data, reported information, client history, etc. (It is understandable that some of this information may not be known to you. Try to include as much as you have access to).

Demographics: Client's name (yes, again), age ethnicity, physical characteristics, weight, height, build (may use approximates here).

Physical

Characteristics: Appearance, clothing worn and anything else that may be unique to client.

Personality: e.g., tone of voice, speech, (rapid/slow/moderate) how client related to you during the interview? Was he/she friendly, hostile, detached, cooperative, etc.

Client History: Include family history, (siblings, position in the family, relationship with family, etc), school history, marital history, work history, economic stratum, (e.g., middle income, low income, etc.), previous counseling/services, and any other data that would be relevant to this category. (It is understandable that you may not have access to some of this information. Include as much as you know and state your limitation(s) in not including other.)

Subjective Data: How does the client explain the problem, e.g., what is his or her perception? What are the client's wishes or desires? What does the client expect from you or your agency.

Assessment: Your assessment will be taken from the Objective and Subjective Data. Here you will express your understanding of the problem, given the information presented. As such, this is regarded as a professional, rather than a judgmental conclusion, and should be expressed in those terms. Use phrases such as:

"it appears that . . ." "it could be. . ."
"it would seem. . ." "it may be. . .", etc.

Make sure to include the client's strengths in your assessment.

You may wish to begin this part of the case record by saying:
"According to the information as stated in the objective and subjective data. . .",
or something similar to this.

Problem List: List the problems vertically and/or numerically and according to Maslow's Hierarchy of Needs. You are required to identify at least four (4) problems.

S O A P I N G One of the Identified Problems

Choose one problem from your "Problem List" and use these guidelines when S O A P I N G it:

S-subjective

O-bjective

A-ssessment

P-lan: Your plan must be specific, stated in measurable terms (time limitations) and is to:

1. be listed in vertical and numerical order, according to the plan that is to be completed first, second, third, etc.
2. include time frames for review or completion of the plan
3. include who will be involved (you, client, others)
4. state how they will be involved, i.e., what specifically they will be doing (including yourself)
5. include where and when the activity(ies) will take place

APPENDIX E

Guidelines for Writing the Article Critiques

Your Name (e.g., Jane Doe)
Title of Course (Practicum III & IV)
Article Summary: (e.g., Summary 1)
Date of the Assignment (Use the due date)

Cite the Source of your article here. (See the APA Manual, p. 119-123, for the Correct Format for Documentation of your source).

Summary - Give the factual account of what the article was about. (This information will be objective, rather than subjective. A minimum and maximum of one full page is required.

Critical Analysis - - This information will be subjective, rather than objective. Discuss your opinion of the article, e.g., did you note biases in the research, were values and/or ethics respected or violated, were cultural or ethnic factors considered, was the sample size appropriate to arrive at conclusive findings, etc. A minimum and maximum of one full page is required.

1. All articles should be:
 - a. Current (i.e., no more than five years old)
 - b. related to your practicum placement.
2. A different source should be used for each article assignment

APPENDIX F

Evaluation of the Agency (Alternative Form)

1. In which program area did you intern?

Give a brief description of your job as you perceived it.

Comment on working environment.

2. How do you feel about your practicum? Is it what you expected?

3. Could your job be improved? How?

4. Describe supervision: Coworkers _____
Program Director _____
Volunteer/Intern _____
Coordinator _____

5. Do you have needs that aren't being met?

6. Describe your relationship with paid staff.

7. Are the intern meetings beneficial to you? Explain.

8. What could the agency improve on? What do you need help/or further education with?

9. What other training do you need?

10. Best experience during internship?

Worst?

Most worthwhile?

11. Describe the relationship between your program and the rest of the agency.

12. How did you progress in reaching your goals? State reasons.

13. Additional comments:

