

Syllabus for
SWK 342—Junior Practicum II
2 Credit hours
Spring 2017

I. COURSE DESCRIPTION

The course is the second practicum experience found in the social work professional degree preparing for generalist practice. The student continues placement in the agency for Practicum I or another social service agency for five hours per week. An integrative seminar is held for one class hour per week. Course Prerequisite: SWK 202, 331, 332, 341 – Co-requisite: SWK 333

II. COURSE GOAL

The goal of this course, Practicum II: Professional Use of the Self, is to continue the generalist social work student's development of self-awareness, personal growth, professional interest, social development, and professional use of the self that was begun in Practicum I. Competencies addressed are 1 and 5-10.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

Each successful student will be able to do the following:

1. Experience (with documentation) five hours per week (70 hours total) of volunteer work with a local agency or organization (weeks 3-14).
2. Develop action plans for the practicum experience to be utilized in the evaluation process (weeks 1-3)
3. Apply the generalist intervention model to the social work practicum experience -- continuation of Practicum I (weeks 2-14).
4. Practice social work values with those of the social work profession (week 4)
5. Practice appropriate communication skills within the practicum context (weeks 2-15)
6. Apply social work ethical principles to guide professional practice (weeks 2-15).
7. Advance human rights and social and economic justice (weeks 2-15).
8. Understand how diversity characterizes and shapes the human experience and the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (weeks 3-15).
9. Apply the supervisor-worker relationship to facilitate developing professional skills (week 3-15).
10. Keep weekly journals to facilitate growth in professional development; (weeks 3-14).
11. Appraise interests, abilities, strengths, and weaknesses through field experience, classroom instrumentation and discussion (week 1-15).
12. Receive evaluation from agency field instructor (weeks 12-14)
13. Write a competency completion paper covering competencies 1, 6-11
14. Continue NASW membership and liability insurance coverage from Practicum I (week 1).

B. Unit Objectives

Each student will be able to do the following:

1. Perform 5 hours practicum experience weekly during the semester;

2. Keep weekly journals on the practicum experience;
 3. Develop appropriate action plans for Competencies 1, 6-11);
 4. Be evaluated by the field instructor.
 5. Write a competency completion paper that covers competencies 1, 6-11.
- C. Social Work Program Competencies
- By completing this course, students will have the opportunity to successfully engage self in the following CSWE and ORU Social Work Program Competencies.
1. Competency 1: Ethical and Professional Behavior
 2. Competency 2: Diversity and Difference in Practice
 3. Competency 3: Human Rights and Social, Economic, & Environmental Justice
 4. Competency 4: Research
 5. Competency 5: Policy Practice
 6. Competency 6: Engage Individuals, Families, Groups, Organizations, Communities
 7. Competency 7: Assess above
 9. Competency 8: Intervene above
 10. Competency 9: Evaluate above
 11. Competency 10: Spiritual Integration

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

ORU Social Work Practicum Manual, 2016-17

1) 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. Three (3) unexcused absences will lead to a reduction in student's final grade.
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 requirements 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 Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. Whole Person Assessment artifacts must be submitted in order to get a grade.
 - b. The course is not complete nor grade given until all Artifacts are submitted.

b. Department Policies and Procedures

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

- c. Course Policies and Procedures
 - A. Evaluation Procedures
 - a. The student is evaluated on the basis of the quality of his or her written assignments; field work; final examination; punctuality to class; class attendance and participation. The following scales apply:
 - b. Assignments

Weekly Logs (10 @ 20 points each)	200
Action Plans	50
Professional Vita	20
Timely Submission of Time Sheets	50
Final Evaluation by field instructor	100
Final Action Plan Completion Paper (1, 6-11)	100
Class Participation	50
<u>Class Attendance (2 absences maximum)</u>	<u>50</u>
Total Points Possible	620
 - c. Grading

620 - 558	A
557 - 496	B
495 - 434	C
433 - 372	D
371 -	F
 - d. Due Dates
 - 1) **All assignments are to be submitted to D2L.** Please do not submit work via email or hard copy.
 - 2) Late assignments that are submitted late, will be assessed a penalty of five (5) points per day, including weekends.
 - 3) Students are responsible to properly submit all on-line assignments in the appropriate drop box on D2L or to the professor via email only if indicated. Assignments not properly submitted will be assessed as late.
 - 2. Whole Person Assessment Requirements (**ePortfolio**): **Final Evaluation by field instructor and Competency Evaluation Paper .**
 - 3. Other Policies and/or Procedures
 - a. Course Structure--The class will meet together in an Integrative Seminar once per week for 50 minutes. This time will be spent in self-awareness development; personal growth and development;
 - b. The written assignments are detailed below.
 - c. Goals and objectives
 - (1) Action plans should be developed with the assistance of the field instructor to assure that the practicum setting can realistically meet the student's expected outcome. Action plans detail activities for addressing program Competencies: 1, 5-10.
 - (2) The student will submit one copy to
 - (a) the professor (on-line submission D2L drop box [email]).
 - (b) the field supervisor.
 - d. Weekly Logs
 - (1) Weekly Logs are to focus on the student's:
 - (a) activities for the week.
 - (b) impression of those activities.
 - (c) future plans.
 - (d) success at working toward accomplishing the goals and objectives.

- (2) Journals are to be approximately one and one-half pages in length.
- (3) A total of twelve (10) logs will be submitted, beginning the third week of the semester.
- (4) Weekly Logs will be submitted on-line in the assigned D2L drop box (email).
- e Final Examination
 - (1) The final examination will be focused on the student's goals and objectives, experiences in the practicum setting, and a process recording. Because students are responsible for setting their own learning goals and objectives, failure to complete goals will be assessed in the student's final examination grade.
 - (2) The exam will be a take-home one and will be handed out in class two weeks prior to finals week.
 - (3) The due date for submitting the exam to the professor will be announced in class.
 - (4) Students are responsible for properly uploading the exam into the appropriate D2L drop box (email). Exams not properly submitted will be assessed as late and assigned point deductions as per the policy for late assignments.
- f Assignments (Field)
 - (1) Field Hours/Agency Assignments--Each student is required to complete five (5) hours per week (to a minimum of 70 recorded hours for the semester) beginning the second week of the semester. These hours will be completed in an appropriate social agency that provides a professional coordinator. Agency settings will be assigned by the professor and, in some cases, the practicum setting will be the same one in which the student has been placed the previous semester in Practicum I.
 - (2) Time Sheets--Time sheets will be submitted to the professor two (2) times during the semester--at midterm and at week 14 of the semester. A part of the student's final evaluation will be based on the timely submission and accuracy of the time sheets (as indicated in the "Evaluation Procedure" section of this syllabus). A student who fails to log in 70 or more practicum hours will not receive a passing grade for the course. All time sheets must be signed by the field instructor and will not be accepted without this signature.
 - (3) NASW Membership and Malpractice Insurance Coverage—for the protection of the student, clients, and the field setting, malpractice insurance must be purchased by each student in practicum placement. Insurance protection will be accessed by the student's membership in NASW. Therefore, no student will be assigned a field placement until there is proof of insurance in D2L.
- 4. Agency Acceptance Forms--Agency acceptance forms are to be completed and signed by the field supervisor, the agency or organization's director, or a designated party. They will be due by the third class meeting of the semester.
- 5. Agency Visit--The professor will make an in-agency visit with the student and field supervisor at the end of the semester. Students should report any problems they are experiencing and have been unable to resolve in the field placement. An additional visit to the agency will be arranged, if the situation warrants.
- 6. Changes in the Syllabus--Any minor changes in the syllabus, for example, due dates for

assignments or other requirements, will be announced in class, and this will be considered to constitute adequate notice of these changes. Therefore, the student will be held accountable to contact the professor if he or she is absent when the changes are made and comply with the changes that have been made.

7. Plagiarism--Any student suspected of plagiarism will not receive points for that assignment and will not have an opportunity for a makeup. In addition, he or she will face possible disciplinary action by the University. All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the professor.
8. Office Hours--Office hours will be posted on the professor'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 (include name, phone number and time(s) when to be reached). Arrangements will be made at a time that is convenient for both to meet. If the professor's door is closed, please check first with the secretary before knocking. Respect for the confidentiality of others that is implied by the closed door is requested.

VI. COURSE CALENDAR

Week		Assignments Due/Class Activities
First Class Meeting:		Orientation to the class Assignment of Field Placement
1	Lecture/Discussion:	Field Placements Overview: Writing Action Plans
2	Lecture/Discussion: Assignments due:	Agency Acceptance Form Professional Vita Action Plans: Competencies 1, 6-11
3	Lecture/Discussion: Assignments due:	Weekly Journal No. 1
4	Lecture/Discussion: Assignments due:	Weekly Journal No. 2
5	Lecture/Discussion: Assignments due:	Weekly Journal No. 3
6	Lecture/Discussion: Assignments due:	Weekly Journal No. 4
7	Lecture/Discussion: Assignments due:	Weekly Journal No. 5 Mid-term time sheets
8	Lecture/Discussion: Assignments due:	
9	Lecture/Discussion: Assignment due:	Weekly Journal No. 6

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10	Lecture/Discussion: Assignments due:	Weekly Journal No. 7
11	Lecture/Discussion: Assignment due:	Weekly Journal No. 8
12	Lecture/Discussion Assignment due:	Weekly Journal No. 9
13	Lecture/Discussion Assignment due:	Weekly Journal No. 10 Time Sheets (Final)
14	Lecture/Discussion Assignment due:	Practicum Evaluation (Competencies 1, 6-11) Final Action Plan Completion Paper (1, 6-11) (Submit both to eportfolio)

Course Inventory for ORU's Student Learning Outcomes

SWK 342—Junior Practicum II Spring 2016

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			

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4D	Responsible citizenship		x		
4E	Leadership capacity	x			

(Revised 1/15/04)

APPENDIX A

FORMAT FOR STUDENT WEEKLY LOGS (JOURNALS)

- 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--Progression toward reaching the goals and objectives and how you will be handling problems that might impede progress.
Progress Toward Completion of Action Plans -- a concise summary of the progress you are making with your action plans.
- Leave the appropriate amount of spaces between the topics you will be addressing in 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.)
- Logs must be submitted in the appropriate D2L drop box (email) and are to be a minimum of one and one-half page in length. It is the student's responsibility to make sure that each document is appropriately submitted. **Documents not appropriately submitted by the due dates will be assessed zero points.**
- All weekly logs must be neatly typed and must be focused on activities involved with achievement of action plans.
- Typos and grammatical errors will be counted against the points received for each log.

Practicum Assessment Form
Oral Roberts University Social Work Program
Junior Practicum I and II (SWK 341 & 342)
Senior Practicum I and II (SWK 443 & 444)

Midterm_____ Final_____

Name of Student _____ Date _____

Instructions for rating students on the 11 Competencies and associated behaviors:

Scores in each category are based on the rubric developed for the practicum. Please examine the rubric before assigning scores to each category. The scores are based on the student's performing the plan of action developed in consultation with the practicum instructor to address the following competencies and associated behaviors. Note that "NA" indicates that no action plan was developed related to the competency. A "0", on the other hand, indicates that an action plan was developed but little to no follow-through was engaged to address it. Also, note that Junior Practicum I students develop action plans for competencies 1-5 and evaluated on them; Junior Practicum II students do competencies 1, 6-11; Senior Practicum I and II students do all competencies 1-11 and associated behaviors.

NA	No action plan developed
0	Not attempted (Reserved for scores 59.5-)
1	Unacceptable (Reserved for scores 69.5-60)
2	Acceptable (Reserved for scores 79.5-70)
3	Competent (Reserved for scores 89.5-80)
4	Exemplary (Reserved for scores 90-100)

In the comments discuss student strengths and areas needing improvement. This evaluation is to provide feedback to the student in his/her practicum experience. This evaluation is part of a broader evaluating where the students is also scored on other required assignments (i.e., logs, article reviews). The faculty field coordinator will assign the final grade.

1. Identify as a professional social worker and conduct one-self accordingly.

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0 NA

4 3 2 1

a.	Practice advocacy						
b.	Practice self-reflection						
c.	Attend to professional roles and boundaries						
d.	Engage professional demeanor						
e.	Pursue life-long learning						
f.	Seek supervision and consultation						
g.	Practice Self-Care						
	Total						
	Mean						

Provide Comments relative to student's identity as a social work professional:

2. Apply social work ethical principles to guide professional practice.

4 3 2 1

0 NA

a.	Manage personal values						
b.	Apply NASW Code of Ethics						
c.	Appreciate ambiguity						
d.	Engage ethical reasoning to make decisions						
	Total						
	Mean						

Comment on student's application of social work values and ethics:

3. Apply critical thinking to inform and communicate professional judgments

4 3 2 1

0 NA

a.	Integrate knowledge (from the classroom to the field)						
b.	Analyze practice models						
c.	Perform oral communication						
d.	Perform written communication						
	Total						

	Mean					
--	------	--	--	--	--	--

Comments on student's critical thinking relating to professional judgments:

4. Engage diversity and difference in practice.

4 3 2 1

0 NA

a.	Recognize oppression						
b.	Investigate personal biases						
c.	Appreciate differences						
d.	Learn from cultural informants						
	Total						
	Mean						

Comments regarding student's engagement of diversity and those different:

5. Advance human rights and social and economic justice.

4 3 2 1

0 NA

a.	Assess dynamics of injustice						
b.	Advance human rights and all forms of justice						
	Total						
	Mean						

Comments on understanding and advancing human rights and justice.

6. Engage in research-informed practice and practice-informed research.

4 3 2 1 0

NA

a.	Apply research to inform practice						
b.	Apply practice to inform research						
	Total						
	Mean						

Comment both on student's application of research to inform practice and practice informing research.

7. Apply knowledge of human behavior and the social environment.

4 3 2 1

0 NA

a.	Apply bio-psycho-social-cultural-spiritual development to assessment, intervention, and evaluation.						
b.	Apply person-in-environment context to assessment, intervention, and evaluation.						
	Total						
	Mean						

Comment on student's application of human behavior and social environment concepts:

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

4 3 2 1

0 NA

a.	Assess policies that advance social well-being						
b.	Use collaboration to advocate policy action						
	Total						
	Mean						

Comment on the student's ability to assess policies and engage in policy advocacy:

9. Respond to contexts that shape practice.

4 3 2 1

0 NA

a.	Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.						
	Total						
	Mean						

Comment on student's awareness of practice contexts:

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

0 NA **4 3 2 1**

a.	Develop practice skills to engage, assess, intervene and evaluate services to individuals.						
b.	Develop practice skills to engage, assess, intervene and evaluate services to families.						
c.	Develop practice skills to engage, assess, intervene and evaluate services to groups.						
d.	Develop practice skills to engage, assess, intervene and evaluate services to organizations.						
e.	Develop practice skills to engage, assess, intervene and evaluate services to communities.						
	Total						
	Mean						

Comment the student's abilities to engage, assess, intervene and evaluate services to clientele.

11. Integrate a personal Christian World View with professional social work values and ethics.

3 2 1 0 NA **4**

a.	Integrate Christian World View with social work values and professional ethics.						
b.	Appreciate spiritual diversity.						
	Total						
	Mean						

Comment on student's integration of Christian World View; appreciating spiritual diversity.

Mean:

Midterm Evaluation

- ___ Student is performing in an exemplary manner meeting social work practice competencies.
- ___ Student is performing competently in meeting social work practice competencies.
- ___ Student is performing in an acceptable manner meeting social work practice competencies.
- ___ Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Final Evaluation

- ___ Student is performing in an exemplary manner meeting social work practice competencies.
- ___ Student is performing competently in meeting social work practice competencies.
- ___ Student is performing in an acceptable manner meeting social work practice competencies.
- ___ Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Signature of Field

Instructor _____

Agency _____ Date _____

ORU Field

Director _____ Date _____

The following section should be completed by the intern:

After field instructor and social work program field coordinator have discussed the evaluation with the student, the student agrees or disagrees with the evaluation.

___ Agree with evaluation

___ Disagree with evaluation

Student's Signature

_____ Date _____

If the student disagrees with the evaluation he/she has the right to request a meeting to discuss the disagreement with the field instructor and field coordinator. Student's comments should be submitted to both field instructor and coordinator.

Student Comments (add pages as necessary):