Course Number and Name: 7750:494 Field Experience Social Agency II

I. Course Rationale and Description

This course is the second of two consecutive courses of supervised internship in a social service setting. <u>No academic credit will be given for previous life experience.</u> This course facilitates the continued acquisition of practice skills and experience for generalist social work practice and continues to prepare students for entry into the profession. Generalist practice is conducted in various practice settings with and on behalf of individuals, families, groups, organizations, and communities of diverse, at-risk, and vulnerable populations experiencing a broad range of problems, and is conducted in order to restore and enhance their capacity for social functioning, or to create conditions, including the advancement of social and economic justice, toward that end. Generalist practice requires the application of social work values and ethics, eclectic and empirically-based knowledge, critical-thinking and problem-solving skills, the strengths-based and ecological perspectives, the planned change process from engagement to termination, multiple methods of empirically-based interventions, relevant technological advances, and evaluation of outcomes and practice effectiveness.

The student is expected to continue to integrate classroom learning -- in ethics, human behavior, practice, policy, and research -- and professional skills. Students are expected to be thoughtful and articulate about their practicum experiences. They are to continue a continuous process of analysis, testing, and transferring of learning from one situation to another. They are expected to draw from their broad base of knowledge in analysis of data about the nature and extent of social problems, and the impact of social policy and services on those problems, and in application of knowledge gained from this analysis to a variety of client situations. Students are to grasp the importance of values in the helping process through exposure to diverse cultures, lifestyles, and other aspects of social diversity, becoming knowledgeable and skilled participants in service delivery in accord with social work values and ethics.

This is a three (3) credit, required course for all social work majors. Only a previous internship from a program accredited by the Council on Social Work Education may be substituted for this course. Each of the two internship courses is comprised of 225 hours in the field setting. This course is offered co-requisite with Field Experience Seminar II, a two (2) credit course. The student should be a senior candidate for the baccalaureate degree who has completed Field Experience Social Agency I.

II.   Mission and Goals of the Undergraduate Social Work Program

Mission of BA|BASW Program:

Consistent with the mission of the University of Akron and the College of Health Professions, the mission of the undergraduate social work program is to prepare students for competent and effective generalist practice. We are committed to empowerment and strengths-based practice through the application of critical thinking skills. We engage the diverse populations of Northeast Ohio to strengthen systemic well-being.

The goals of the undergraduate social work program are to:

1. Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective generalist practice with diverse client systems in various practice settings.

2.   Prepare students to identify the strengths and abilities of diverse client systems to foster empowerment toward social justice and systemic well-being.

3.   Prepare students to utilize theoretically-based social work research, knowledge, and critical thinking skills for effective and ethical social work practice.

III.   Social Work Core Competencies and Practice Behaviors

The School of Social Work is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

> Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1 – EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods (CSWE Commission on Accreditation, 2008).

The University of Akron School of Social Work lists these competencies and practice behaviors in each syllabus to emphasize their importance in social work education. Each graduate of the School of Social Work is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. By the time students complete the social work major, they will be assessed on each of the competencies and practice behaviors identified in the syllabi. This process is part of the overall assessment plan of the undergraduate social work program.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

• advocate for client access to the services of social work;

• practice personal reflection and self-correction to assure continual professional development;

• attend to professional roles and boundaries;

• demonstrate professional demeanor in behavior, appearance, and communication;

• engage in career-long learning; and

• use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

• recognize and manage personal values in a way that allows professional values to guide practice;

• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;

• tolerate ambiguity in resolving ethical conflicts; *and*

• apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

• analyze models of assessment, prevention, intervention, and evaluation; and

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

• recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

• recognize and communicate their understanding of the importance of difference in shaping life experiences; and

• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

• understand the forms and mechanisms of oppression and discrimination;

• advocate for human rights and social and economic justice; and

• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry and

• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

• analyze, formulate, and advocate for policies that advance social well-being; and

• collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement
Social workers
• Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

• **use empathy and other interpersonal skills; and**

• **develop a mutually agreed-on focus of work and desired outcomes.**

Educational Policy 2.1.10(b)—Assessment
Social workers
• collect, organize, and interpret client data;

• assess client strengths and limitations;

• develop mutually agreed-on intervention goals and objectives; and

• select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers
• initiate actions to achieve organizational goals;

• implement prevention interventions that enhance client capacities;

• help clients resolve problems;

• negotiate, mediate, and advocate for clients; and

• facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

The University of Akron Learning Outcomes
The University of Akron has developed four essential learning outcomes for students enrolled in undergraduate programs. These outcomes are broadly defined to reflect the wide range of academic disciplines across campus. As a professional program, the School of Social Work BA/BASW program has developed a comprehensive and holistic approach to competency-based social work education. Therefore, the four major learning outcomes listed below are already included in the competencies of the BA/BASW program. The specific social work competencies and practice behaviors that address The University of Akron's learning outcomes are listed below.

UA Learning Outcome 1: Communication Skills and Information Literacy - Students will demonstrate foundational competency in written communication, oral communication and information literacy.
Social Work Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly**.**
• demonstrate professional demeanor in behavior, appearance, and communication;

Social Work Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

UA Learning Outcome 2: Critical Thinking and Complex Reasoning Skills - Students will demonstrate foundational competency in creating and evaluating reasoned arguments, and employing quantitative, qualitative, and normative information in such arguments.
Social Work Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

Social Work Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
• use practice experience to inform scientific inquiry and

• use research evidence to inform practice

UA Learning Outcome 3: The Arts, Humanities, Natural Sciences, and Social Sciences - Students will demonstrate foundational competency in knowledge of representative content and methods of inquiry of the arts, humanities, natural sciences, and social sciences.
Social Work Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

• critique and apply knowledge to understand person and environment.

Learning Outcome 4: Responsible Citizenship in an Interconnected World - Students will demonstrate foundational competency in knowledge and skills that promote personal, social and environmental responsibility. This foundational competency shall include an understanding of diversity, systemic relationships, and collateral effects and consequences within and across systems.
Social Work Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics

Social Work Educational Policy 2.1.4—Engage diversity and difference in practice.
• recognize and communicate their understanding of the importance of difference in shaping life experiences

Social Work Educational Policy 2.1.5—Advance human rights and social and economic justice.
• engage in practices that advance social and economic justice
Social Work Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
• analyze, formulate, and advocate for policies that advance social well-being

Social Work Educational Policy 2.1.9—Respond to contexts that shape practice.
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

IV.   Values and Ethics

The students of the School of Social Work are expected to become familiar with and follow the National Association of Social Workers' Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) and The University of Akron Sexual Harassment Policy (http://wayne.uakron.edu/dotAsset/552835.pdf) while a student in the school. Some subject matter may be controversial. While students may vary in strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen and understand each other's perspectives. In addition, students are expected to develop the ability to help clients develop their own views and perspectives rather than the students imposing their values and opinions on clients.

V.   Diversity

In Educational Policy 3.1, CSWE's Commission on Accreditation indicates that each social work program must demonstrate a commitment to diversity, including age, class, color, culture, disability, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The University of Akron School of Social Work takes this commitment seriously, and infuses content on diverse populations in each social work course offered at the undergraduate level.

VI.   Course Requirements and Grading Criteria

This course requires 225 clock hours of supervised internship. Assignments include, but are not limited to, readings assigned by the field instructor, opportunities for continuing practice with small and large client systems, attendance at staff meetings and other meetings appropriate to agency operation, and research projects. Students are expected to adhere to the Student Integrative Learning Contract developed in the first semester of field, in consultation with their field instructor and faculty liaison. The contract is based upon both the field program objectives and the student's learning needs and serves as the guide for student learning throughout the field experience. The contract specifies the primary learning objectives and experiences planned for the student within three areas as follows:

Direct Practice has as its focus the <u>client</u>. Direct Practice refers to that area of professional practice in which students work in purposeful, face-to-face contact with identified client systems and with collateral persons and organizations relevant to those particular client systems. Such collateral contact may involve client advocacy within the field setting itself.

Service Impact has as its focus the <u>agency</u>. Service Impact refers to that area of professional practice where students contribute to changes in agency policies and services and in broader social policies affecting the populations they serve. This area also involves contributions to

changes in organizational work cultures affecting agency and interagency work groups and staff relationships.

Professional Learning has as its focus the student. Professional Learning refers to the systematic study and documentation of professional practice in which students develop and maintain responsibility for the planning, content, and focus of their learning and professional development.

The student's performance is assessed on an ongoing basis in regular supervisory conferences and in more systematic, comprehensive, and formal evaluations at the end of each semester of field. The field instructor submits an evaluation report and recommended grade each semester. These are reviewed by the faculty liaison who assigns the grade, which is then recorded by the Field Coordinator.   The student is graded according to her/his performance in meeting the objectives of the field program as specified in the Student Integrative Learning Contract.

VII. Expectations for Student Behavior

The students in the School of Social Work are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics** while a major in the school. Some subject matter may be controversial, and, while students may vary in their strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen and understand each other's perspective. In addition, students are expected to develop the ability to help clients develop their own views and perspectives rather than the students imposing their values and opinions on them.

Students who believe they may need an accommodation based on the impact of a disability should contact the Office of Accessibility at (330) 972-7928.

VIII. Course Outline and Specific Assignments

The Student Integrative Learning Contract, written in the first field semester, is used during this semester as well, but may be modified commensurate with developing student learning needs or changing agency context. Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Direct practice assignments include work with individuals, families, groups, organization, and communities as identified client systems, and with collateral persons and organizations. This practice takes the form of work with diverse client systems, including some experience with all phases of practice from initial assessment through termination; and work with at-risk and vulnerable client populations as related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Service impact assignments include collaboration in ongoing and ad hoc work groups, such as agency and interagency teams, committees, staff meetings, and so on; work in intra-agency groups around service duplication, gaps, or collaboration; open discussion of the impact of agency and community policies, procedures and work cultures on clients, agency services, staff relationships and students; grant-writing; development of needs assessment surveys or program outcome measures; research around modification of agency policies, procedures, and services; development of new services; legislative action; agency board attendance; community education and outreach; and so on.

Professional learning includes collaboration with the field instructor regarding learning assignments focused on the ongoing documentation, examination and assessment of student performance through process recording, audio-visual taping, and/or observation showing how students actually perform under certain conditions and assess their own practice; content-oriented documentation of student performance showing how they use agency records of accountability, e.g., progress notes, proposals, memos, reports, and so on; meeting the learning objectives; and learning time, anger, stress management skills.

IX. Assignments

Direct practice and service impact assignments should include practice, as appropriate to the agency, with and on behalf of populations of special concern to this program -- those oppressed, at risk, and vulnerable as related to their age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

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