****

**advanced Generalist social work Field practicum Ii**

SOWK 8410 | 3 credit hours

Class Meetings: Field experience arranged with the Practicum Office

**Instructor**: TBD

**Office**: TBD

**Office** **Phone**: TBD

**Email**: TBD

**Office** **Hours**: TBD

**Department:** Grace Abbott School of Social Work

**Main Office:** 206 CPACS

**Dept. Phone:**  402.554.2793

**Dept. Email:** graceabbott@unomaha.edu

Course Information

**Description**

This course is designed to provide supervised, individual, and experiential learning offered within the setting of a selected social service agency. The student will be introduced to a variety of social work practice roles, develop professional relationships with client systems and learn to apply different interventions to effect change across the life span. This course builds upon opportunities provided and competence achieved in Advanced Social Work Practicum I.

**Rationale/Overview**

The field practicum experience is a series of courses characterized by individualized and experiential teaching and learning, offered within the setting of a social service agency, and supervised by approved community practitioners. The courses, taken sequentially, are expected to facilitate learning experiences appropriate to the student’s educational level and needs, and supportive of classroom learning.

**Student Learning Outcomes**

1. Adhere to the NASW Code of Ethics while applying advanced social work knowledge, values, skills as well as theories of human behavior, person-in-environment, and social systems to the practice setting.
2. Integrate supervision to process and self-evaluate relationships with the client system, agency, and community while advancing knowledge of social work theories and skills in the practice setting.
3. Manage effective oral and written communication, including knowledge of and use of technologies, with the client system, supervisors, and other professionals.
4. Recommend multi-dimensional assessment methods appropriate for individuals, families, groups, organizations, and communities served by the practice setting, with appropriate application of formal diagnostic classification when warranted.
5. Integrate knowledge of human diversity and culturally competent engagement practices with diverse individuals across the lifespan, families, groups, organizations, and communities.
6. Decide upon culturally sensitive intervention methods to bring about change in individuals, families, groups, organizations, communities, while considering the historical roots of current discrimination, oppression, and injustices.
7. Formulate methods for counteracting oppression, advocating for clients, the client system and promoting social justice to address issues related to anti-racism, equity, diversity, and inclusion of practice.
8. Compare social policies at the local, state, federal and global levels regarding human rights; including social, racial, economic, and environmental justice issues as they relate to social work practice with individuals, families, groups, organizations, and communities.
9. Choose valid and reliable research tools and methods to compile, analyze, evaluate, and inform practice with individuals, families, groups, organizations, and communities served by the practice setting.
10. Develop effective engagement skills for interprofessional collaboration to advance administrative, planning, and policy processes which are relevant to the practice setting.
11. Critically debate social work values, ethics, and legal mandates as they apply to complex situations seen in the practicum setting and to the worker’s own professional development.
12. Construct approaches for evaluating needs, processes, and outcomes to improve program practices with individuals, families, groups, organizations, and communities

required text(s)/supplemental materials

**Required Text(s)**

TBD

Course structure/format

For the student’s field practicum experience, experiential learning with instruction and supervision by university-selected and appointed agency practitioners. Liaison and consultation to the field practicum supervisor and student by selected Grace Abbott School of Social Work faculty.

Student participation in practice assignments in agency of placement (learning contract). Student preparation for shared responsibility in supervision and reporting of assignments.

**Important Dates**

Last day to drop a course (via MavLink) and receive a 100% refund TBD

Last day to withdraw from a course (via MavLink) with a grade of “W” TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

Assessments (Activities, Assignments, & Exams)

**Field Practicum Experience** 100 points (total)

 **100 points (total)**

Grading Scale

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ranking** | **Level of Performance** | **Description of Performance** | **Letter Grade** | **Definition** |
| **5** | Consistently exceeds effort/ performance requirements/ competency  | Student's effort, knowledge, skill ability and achievements are consistently above expectations as established on the Learning Contract | A+ = (4.91 - 5.0) A = (4.60 - 4.90) | Superior/ Outstanding |
| **4** | Fully meets effort/ performance requirements/ competency | Student's effort, knowledge, skill ability and achievements fully meet expectations as established on the Learning Contract | A- = (4.17 - 4.59) B+ = (3.76 - 4.16) | Above average/ Proficient |
| **3** | Partially meets effort/ performance requirements/ competency | Student's effort, knowledge, skill ability and achievements are sometimes below expectations as established on the Learning Contract | B = (3.35 - 3.75) B- = (2.92 - 3.34) | Average/ Satisfactory  |
| **2** | Rarely meets effort/ performance requirements/ competency | Student's effort, knowledge, skill ability and achievements are often below expectations as established on the Learning Contract | C+ = (2.51 - 2.91) C = (2.10 - 2.50) C- = (1.67 - 2.09) | Below average/ Below standard |
| **1** | Does not meet effort/ performance requirements/ competency | Student's effort, knowledge, skill ability and achievements are consistently below expectations as established on the Learning Contract | D+ = (1.26 - 1.66) D = (.85 - 1.25) D- = (.01 - .84) F = (0) | Failing  |

Writing Guidelines

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

Plagiarism Statement

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.**

Academic Integrity Policy

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](https://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

Classroom expectations

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated. Students are expected to read and review the Field Practicum Manual for expectations and policies surrounding professional behavior at the field practicum agency site.

cell phones, mobile devices, and laptops

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class. Any cell phone use or other forms of electronic communication at the field practicum agency site must be approved by the Field Practicum Supervisor(s).

Technology Requirements

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](https://www.unomaha.edu/information-technology-services/labs-and-classrooms/labs-and-kiosks.php) and the [Criss Library](https://www.unomaha.edu/criss-library/library-services/computers-and-equipment.php), for more information on equipment locations and availability.

Technical Support

Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

accessibility accommodations

**In addition to accommodations in the classroom, the Accessibility Services Center (ASC) helps coordinate accommodations for students with disabilities at any practicum, internship, service learning experience, or other field placement. If such accommodation is required, it will be important to speak with an ASC representative early in the site selection process. Please make an appointment with the ASC (Location: H&K 104, Phone: 402.554.2872, Email:** unoaccessibility@unomaha.edu**) well in advance of the placement to ensure that reasonable accommodations can be made.**

Criss Library

UNO’s Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](http://www.unomaha.edu/criss-library) website.

Emergency Preparedness

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO’s [emergency information page](http://www.unomaha.edu/emergency/index.php). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

Inclement weather

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments. Students are expected to review and follow agency policies regarding inclement weather during their field practicum placement.

Preferred Name and Preferred Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student’s request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

Writing Center

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://www.unomaha.edu/writingcenter/) or visit their main location in Arts and Sciences Hall (ASH) 150.

Speech Center

The [UNO Speech Center](file:///C%3A%5CUsers%5Cjharder%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5C9GJGI1SH%5Cunomaha.edu%5Cspeechcenter) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

Student Safety

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](https://www.unomaha.edu/student-life/student-affairs/index.php). Students are expected to review and follow agency policies regarding safety during their field practicum placement.

Outcomes Map and Student learning outcomes (SLOs)

**Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE’s 2022 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

| **EPAS****Competency\*** | **Student Learning Outcomes** | **Learning Contract Assignments** | **Dimension\*\*** |
| --- | --- | --- | --- |
| 1 = Demonstrate Ethical and Professional Behavior | 1. Adhere to the NASW Code of Ethics while applying advanced social work knowledge, values, skills as well as theories of human behavior, person-in-environment, and social systems to the practice setting. 2. Integrate supervision to process and self-evaluate relationships with the client system, agency, and community while advancing knowledge of social work theories and skills in the practice setting. 3. Manage effective oral and written communication, including knowledge of and use of technologies, with the client system, supervisors, and other professionals. 11. Critically debate social work values, ethics, and legal mandates as they apply to complex situations seen in the practicum setting and to the worker’s own professional development.  | 1. Understand and follow agency organizational structure, orientation materials and relevant sections of the agency’s policy and procedure manual. **Competency 1f**4. Research, become knowledgeable and implement appropriate technology utilized by and available to the agency, including maintaining client records/files in accordance with agency standards. **Competency 1d**26. Examine and apply the NASW Code of Ethics and its professional standards to the agency setting, utilizing supervision and willingness to receive and accept feedback to enhance professional judgment. **Competency 1a**27. Participate in supervisory sessions and discuss all cases, readings, relevant trainings, and courses with supervisor*.* **Competency 1e** 29. Exhibit knowledge of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. **Competency 1c** 30. Demonstrate professional appearance, behavior and communication with clients, supervisors, and other professionals. **Competency 1b** | K, S, V, and CAP |
| 2 = Advance Human Rights and Social, Racial, Economic, and Environmental Justice | 8. Compare social policies at the local, state, federal and global levels regarding human rights; including social, racial, economic, and environmental justice issues as they relate to social work practice with individuals, families, groups, organizations, and communities.  | 7. Advocate on behalf of clients with agencies and other professionals to help clients obtain equitable and quality services*.* **Competency 2a**10. Participate in public relations, fundraising, and/or social media events promoting the agency or needs of populations served by the agency. **Competency 2b**34. Formulate proposals, programs and policies that address human rights and social, racial, economic, and environmental justice. **Competency 2c**  | K, S, V and CAP |
| 3 = Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice | 6. Decide upon appropriate culturally sensitive intervention methods to bring about change in individuals, families, groups, organizations, communities, while considering the historical roots of current discrimination, oppression, and injustices. 7. Formulate methods for counteracting oppression, advocating for clients, the client system and promoting social justice to address issues related to anti-racism, equity, diversity, and inclusion of practice.  | 6. Identify, engage in, and document indirect services for the advancement of economic and human rights of clients served (brokering, advocacy, systems change, planning, etc.). **Competency 3a**9. Demonstrate ability to incorporate social work knowledge, values, and skills with critical thinking to address and resolve situations appropriately in the agency setting. **Competency 3b** 35. Develop professional leadership, management, and supervisory skills, when engaging with the client system and constituencies. **Competency 3c** | K, S, V and CAP |
| 4 = Engage Practice-informed Research and Research-informed Practice | 9. Choose valid and reliable research tools and methods to compile, analyze, evaluate, and inform practice with individuals, families, groups, organizations, and communities served by the practice setting.  | 11. Lead or participate in a research project related to the client population, agency program, organization, or community. **Competency 4a**12. Identify and read professional literature pertinent to client and services and apply to research, evaluation, and agency experience. **Competency 4b**18. Identify, research, and implement assessment methods that respect diversity when assessing the client/client system, groups, organizations, and/or communities. **Competency 4c** | K, S, V and CAP |
| 5 = Engage in Policy Practice | 8. Compare social policies at the local, state, federal and global levels regarding human rights; including social, racial, economic, and environmental justice issues as they relate to social work practice with individuals, families, groups, organizations, and communities. | 8. Analyze, discuss, and propose policies surrounding social, racial, economic, and environmental justice issues that affect populations served by the agency. **Competency 5c**23. Network with/contact other agencies and professionals, to become knowledgeable about resources and to advocate on behalf of clients, groups, organizations and/or communities for needed resources. **Competency 5a** 33. Assess agency and/or community needs, programs, and policies, including those related to anti-racism, diversity, equity, and inclusion. **Competency 5b** | K, S, V and CAP  |
| 6 = Engage with Individuals, Families, Groups, Organizations, and Communities | 5. Integrate knowledge of human diversity and culturally competent engagement practices with diverse individuals across the lifespan, families, groups, organizations, and communities.10. Develop effective engagement skills for interprofessional collaboration to advance administrative, planning, and policy processes which are relevant to the practice setting. | 3. Practice oral and written communication with clients, co-workers, supervisor, and other professionals including language demonstrating diversity, equity, and inclusion in practice. **Competency 6d**16. Use empathy and nonjudgmental interviewing skills, including language demonstrating diversity, equity, and inclusion in practice, to engage the client/client system*,* groups, organizations, and/or communities*.* **Competency 6c** 17. Be aware of standardized assessments and diagnostic tools that are appropriate for the client population, group, organization, and/or community. **Competency 6a**28. Handle stress effectively by appropriately communicating needs, using a self-care plan, and developing supportive relations hips with colleagues, peers, and others. **Competency 6b** | K, S, V and CAP |
| 7 = Assess Individuals, Families, Groups, Organizations, and Communities | 4. Recommend multi-dimensional assessment methods appropriate for individuals, families, groups, organizations, and communities served by the practice setting, with appropriate application of formal diagnostic classification when warranted. | 19. Conduct initial intake, screening, assessment interviews with clients/client system, group, organization and/or community*.* **Competency 7a**20. Collaborate with the client/client system, group, organization and/or community to develop clear, timely, and appropriate goal, service, care, or strategic plans with measurable objectives*.* **Competency 7b**25. Discuss theories of intervention with supervisor, including those related to anti-racism, diversity, equity, and inclusion*.* **Competency 7c**32. Prepare formal written self-evaluation of practice with at least one case or project, including assessment, methodology, (treatment) planning, outcomes, and recommendations. **Competency 7d** | K, S, V and CAP |
| 8 = Intervene with Individuals, Families, Groups, Organizations, and Communities | 6. Decide upon culturally sensitive intervention methods to bring about change in individuals, families, groups, organizations, communities, while considering the historical roots of current discrimination, oppression, and injustices. | 2. Attend and participate in agency staff meetings. **Competency 8b**5. Discuss and understand safety protocol, including proper chain of command if problems or issues arise. **Competency 8d**21. Implement case management services with clients/client system. **Competency 8c**22. Provide direct services to individuals, families, groups, organizations, and/or communities. **Competency 8a** | K, S, V and CAP |
| 9 = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | 9. Choose valid and reliable research tools and methods to compile, analyze, evaluate, and inform practice with individuals, families, groups, organizations, and communities served by the practice setting. 12. Construct approaches for evaluating needs, processes, and outcomes to improve program practices with individuals, families, groups, organizations, and communities.  | 13. Identify, examine, and evaluate outcome measurement tools utilized by the agency to indicate successes and limitations of agency programming*.* **Competency 9a**15. Evaluate the effectiveness of practice and programs in achieving intended outcomes for the client/client system*.* **Competency 9b**24. Identify, research, and implement intervention methods that respect diversity when working with the client/client system, groups, organizations, and/or communities. **Competency 9c** | K, S, V and CAP |

\* 2022 EPAS Competencies & Practice Behaviors ([2022 EPAS Advanced Generalist Practice Behaviors](https://unomail-my.sharepoint.com/%3Ab%3A/g/personal/asolson_unomaha_edu/EVCwABiufAxFj1iw03yUeosBllSXOwWpcHqMsdJTHWePLw?e=DaXobT) )

\*\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

References and supplemental materials

**References**

Allemang, Brooke, et al. (2022). Role Plays to Enhance Readiness for Practicum: Perceptions of Graduate and Undergraduate Social Work Students. *Journal of Social Work Education*, 58(4) 652-666. <https://www.tandfonline.com/toc/uswe20/58/4>

Association of Social Work Boards (ASWB). (2022). *Path to licensure.* Retrieved 08/01/2022 from <https://www.aswb.org/licenses/path-to-licensure/>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders.* (5th ed. TR).Washington, D.C.: American PsychiatricAssociation.

Council on Social Work Education (CSWE). (2022, June 6). 2022 *Educational Policy and Accreditation Standards.* Retrieved 08/01/2022 from <https://www.cswe.org/accreditation/standards/2022-epas/>

Egan, Ronnie, Hill, N. & Rollins, W. (2022). C*hallenges, Opportunities, and Innovations in Social Work Field Education*. (1st ed.). New York, NY: Routledge Taylor & Francis Group.

Garthwait, C. (2021). The Social Work Practicum: Preparation for Practice. (8th ed.). Hoboken, NJ: Pearson Education, Inc.

Mehrotra, Gita R., Gooding, A.R. (2022). What Contributes to Meaningful Experiences in Social Work Field Education?: Perspectives of Students of Color. *Journal of Social Work* *Education,* 59(3), 790-802. <https://www.tandfonline.com/toc/uswe20/59/3>

Mohan Dash, Bishnu, Roy S. (2022). *Field Work in Social Work Education Contemporary Practices and Perspectives.* Washington, D.C.: Atlantic.

Morgaine, K. & Capous-Desyllas, M. (2022). *Anti-Oppressive Social Work Practice: Putting Theory into Action.* (2nd ed.). San Diego, CA: Cognella Academic Publishing.

National Association of Social Workers (NASW). (2021). *Code of ethics of the National Association of Social Workers.* Washington, D.C.: NASW Press.

Naveenkumar G., Tippa. (2022). *Fieldwork Training in Social Work Education Perceptions and Attitudes of Students.* Independent Author.

Poulin, J., Matis, S. & Witt, H. (2023). *The social work field placement: A competency-based approach*. (2nd ed.). New York, NY: Springer Publishing Company, LLC.

Ward, K. & Mama, R.S. (2020). *Breaking out of the box: Adventure-based field instruction*. (4th ed.). New York, NY: Oxford University Press.