| GRACE ABBOTT SCHOOL OF SOCIAL WORK

GENERALIST SOCIAL WORK FIELD PRACTICUM II
SOWK 8170 | 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 social service agency, typically the same agency as in SOWK 8160. This course builds upon opportunities provided and competence achieved in Generalist Social Work Practicum I.

Rationale/Overview
The field practicum experience consists of a series of courses which are 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 which are appropriate to the student's educational level and needs, and supportive of classroom learning.

Student Learning Outcomes
1. Differentiate Social Work theories and concepts in social work practice and its changes in application over time regarding individuals, families, groups, organizations, and communities.
2. Demonstrate the generalist social work perspective and skills when working with individuals across the lifespan, families, groups, organizations, and communities.
3. Integrate culturally appropriate practices when addressing issues related to anti-racism, equity, diversity, and inclusion of practice.

4. Demonstrate skill in applying social work values and ethics as they relate to social work practice, adhering to the NASW Code of Ethics.
5. Implement effective oral and written communication, including knowledge of and use of technologies, with the client system, supervisors, and other professionals.
6. Incorporate supervision to advance knowledge of social work theories and skills and as an opportunity for self-understanding in relationship to the client system, agency, and community.
7. Critically analyze social policies 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. Integrate research as it pertains to agency activities and/or projects regarding 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 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, AND 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 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 and the Criss Library, 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 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. 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 or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The UNO Speech Center 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. 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	4. Demonstrate skill in applying social work values and ethics as they relate to social work practice, adhering to the NASW Code of Ethics. 5. Implement effective oral and written communication, including knowledge of and use of technologies, with the client system, supervisors, and other professionals. 6. Integrate supervision to advance knowledge of social work theories and skills and as an opportunity for self-understanding in relationship to the client system, agency, and community.	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 1c** 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 1d** 30. Demonstrate professional appearance, behavior and communication with clients, supervisors, and other professionals. **Competency 1b**	K, S, V, and CAP

EPAS Competency*	Student Learning Outcomes	Learning Contract Assignments	Dimension **
2 = Advance Human Rights and Social, Racial, Economic, and Environmental Justice	7. Critically analyze social policies 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**	K, S and CAP
3 = Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice	3. Integrate culturally appropriate practices when addressing 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**	K, S, V and CAP
4 = Engage Practice-informed Research and Research-informed Practice	8. Integrate research as it pertains to agency activities and/or projects regarding individuals, families, groups, organizations, and communities.	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**	K, S, V and CAP
5 = Engage in Policy Practice	7. Critically analyze social policies 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 5b**	K, S, V and CAP

EPAS Competency*	Student Learning Outcomes	Learning Contract Assignments	Dimension **
		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**	
6 = Engage with Individuals, Families, Groups, Organizations, and Communities	1. Differentiate Social Work theories, and concepts in social work practice and its changes in application over time regarding individuals, families, groups, organizations, and communities. 2. Demonstrate generalist social work perspective and skills when working with individuals across the lifespan, families, groups, organizations, and communities.	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 6b** 17. Be aware of standardized assessments and diagnostic tools that are appropriate for the client population, group, organization, and/or community. **Competency 6a**	K, S, V and CAP
7 = Assess Individuals, Families, Groups, Organizations, and Communities	1. Differentiate Social Work theories, and concepts in social work practice and its changes in application over time regarding individuals, families, groups, organizations, and communities. 2. Demonstrate generalist social work perspective and skills when working with individuals across the lifespan, families, groups, organizations, and communities.	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**	K, S, V and CAP
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	1. Differentiate contrast Social Work theories, and concepts in social work practice and its changes in application over time regarding individuals, families, groups, organizations, and communities. 2. Demonstrate generalist social work perspective and skills when working with individuals across the	21. Implement case management services with clients/client system. **Competency 8b** 22. Provide direct services to individuals, families, groups, organizations, and/or communities. **Competency 8a**	K, S, V and CAP

EPAS Competency*	Student Learning Outcomes	Learning Contract Assignments	Dimension **
	lifespan, families, groups, organizations, and communities.		
9 = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	8. Integrate research as it pertains to agency activities and/or projects regarding 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**	K, S, V and CAP

* 2022 EPAS Competencies & Practice Behaviors (2022 EPAS Generalist Practice Behaviors)
**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

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