

Valdosta State University, Department of Social Work
SOWK 6700/6710 Spring (3/1Credit Hours)
Practicum-Practicum Seminar

Instructor:	TBA
Office:	Pine Hall
Office Hours:	TBA
Phone:	229-412-2534 (Assist Field Director's Cellular)
E-Mail:	mswfield@valdosta.edu
Class:	TBA

CATALOG DESCRIPTION

SOWK 6700 — Practicum II

Corequisite: SOWK 6710. Second semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6710 — Practicum Seminar II

Corequisite: SOWK 6700. Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

COURSE DESCRIPTION

The second practicum and practicum seminar occurs during the spring semester of the foundation year. During the second semester, SOWK 6700/6710 students continue their participation in an approved practice agency and work with a field instructor. The major focus of the course is on the integration of classroom material and practicum experiences.

Because students are responsible for discussing and processing their practice experiences in supervision as well as in practicum seminar, there is no structured presentation of topics for discussion, no lectures or no scheduled speakers on this syllabus. Rather, content for the seminar is driven by student experiences. The syllabus includes a series of assignments that are used in the practicum seminar (SOWK 6710) and that are based on practicum experiences (SOWK 6700).

Students are given an opportunity to apply the ecological systems perspective to their practicum agency by participating as members of an active field system. The practicum and practicum seminar provide a forum in which students have an opportunity to assess their "goodness of fit" with beginning social work practice. In order to do this, students are expected to examine their fit with various dimensions of beginning practice such as fit with the practicum agency, field instructor, vulnerable and at-risk client populations, practicum seminar group, social work knowledge base, theories informing practice, and ultimately fit with their newly-chosen profession. It is anticipated that by the end of the foundation practicum sequence, students will be prepared for more advanced academic coursework and advanced practice experiences.

Additionally, during the course students begin to engage in supervised practice at multiple levels including work with individual client systems, groups, agencies and communities. Populations served by

approved practicum agencies are among society's most vulnerable and include groups such as individuals of color, individuals living in poverty, victims of discrimination and social injustice, young children and aging populations. Many of these groups are at increased risk because of chronic mental illness, physical illness, developmental disabilities, family violence, substance abuse, sexual orientation and a lack of available services or transportation barriers common in communities. Course materials and the content of the practicum seminar are informed and influenced by a commitment to the values and ethics of the social work profession, with a particular emphasis on social and economic justice. Students work closely with both their practicum seminar instructor and agency field instructor in a team approach to monitoring student learning needs and goals, planning practicum experiences that meet those needs and goals, and jointly evaluating student performance of specific competencies. The Student Learning Plan constructed in SOWK 6700/6710 is used to educationally guide the learning that occurs both in the practicum and in the practicum seminar. There are fourteen program objectives for this practicum sequence.

PREREQUISITE

SOWK 6600/6610

RELATION TO OTHER COURSES

The second practicum/practicum seminar builds on all foundation courses and affords the student an opportunity to learn to integrate theories of human behavior, practice models, social welfare policy and to begin to understand the importance of evaluation while practicing in a specific social work setting. Students are expected to use materials from all of their foundation courses in the practicum and practicum seminar. The overall objective of the practicum/seminar is provide students with an opportunity to engage in educational supervised generalist practice in a rural setting, therefore preparing them for the coursework and practicum experiences of the concentration year.

REQUIRED TEXTS

Curington, A. *Field Instruction Handbook*. Division of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

BlazeVIEW D2L

Valdosta State provides free technical support for students. If you need technical assistance with BlazeView D2L, call the Desire2Learn Help Center at 1-855-772-0423 or visit the [BlazeVIEW D2L](#) web site for Frequently Asked Questions and Self Help. You may also contact your instructor for assistance.

COURSE OUTCOMES

EXPLANATION OF THE POCO MAP

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or “PoCo Map” in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The “map” is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated. For 6700/6710 the POCO map is the Learning Plan. All program objectives and course outcomes connected to the program objectives are reflected on the learning plan. Course outcomes are derived from the foundation courses and curriculum.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map (Learning Plan) shows that these 19 Program Objectives are met in different courses across the two-year curriculum. Further, each of the 19 Program Objectives is linked with specific Course Outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its ‘fit’ with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education. (July 24, 2008)

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

Upon completion of this course, students should be able to: (See Attached Learning Plan for 6700/6710 for a thorough list of course outcomes)

Program Objectives

1. **Conduct multi-level generalist practice based on the planned intervention process**
2. **Demonstrate the ability to apply critical thinking within the context of professional social work practice**
3. **Analyze and apply the values and ethics of the social work profession**
4. **Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences**
5. **Understand and challenge mechanisms of oppression and discrimination**
6. **Apply strategies of advocacy and social change to advance justice**
7. **Understand and interpret the history, development, and current trends of the profession**
8. **Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework**
9. **Demonstrate the ability to analyze, formulate, and influence social policies.**
10. **Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately**
11. **Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form**
12. **Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth**
13. **Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change**
14. **Identify with the social work profession and behave professionally**

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (*Other, general policies are listed at the end of the syllabus in Grading Issues*)

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Case Studies, Journals and Process Recordings should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.
- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to Blazeview D2L must have a .doc (Word 2003) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects, exams, and assignments:

Students will be asked to compile the following assignments in electronic form and to keep both an electronic and hard copy during the semester. Field instructors are aware of these assignments and can assist students in their completion. Students are asked to share their field and seminar work with field instructors, and in the case of process recordings, must do so. The practicum seminar instructor, field instructor and student will work together as a practicum team to construct and implement the SOWK 6700/6710 Learning Plan and to evaluate student performance of competencies specified on the plan.

Practicum Seminar Instructor's will develop a schedule for the following assignments:

1. Triadic Process Recordings (Giddings & Vodde, 2000) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student. (The template for the Triadic Process Recording can be found in the Field Handbook)

Subsequently, the recording is given to the assigned field instructor so that the supervisor's feedback can also be incorporated into the process recording. This triadic approach is helpful to the seminar instructor and the supervisor in underscoring areas of strength and weakness in student performance.

2. Student Journals will be assigned (the template for the Student Journal can be found in the Field Handbook).

3. Case Studies will be assigned (the template for the Triadic Process Recording can be found in the Field Handbook)

4. A variety of additional Practicum Exercises will be used at the discretion of the practicum seminar instructor to address various course objectives. Some of these exercises include: Use of folk tales to address student understanding of client stories (Giddings, 1997, personal communication); continued use of the Eco-Map (Vodde & Giddings, 2000) as a tool for identifying and teaching problem-solving skills; role playing; didactic materials on the concept of integration of theory and practice; videos or films relevant to practicum topics. All course objectives are addressed in this assignment. All program objectives are addressed in this assignment.

5. Student presentation of practicum experiences. Students are responsible for identifying problems, areas of strength and areas of concern regarding their experiences in practicum, and presenting this material to the seminar. This content is used as a basis for practicum seminar discussion and for teaching students how to use the PIP model. **Students are evaluated on their attendance in practicum and their participation in group discussions.** The practicum seminar instructor also uses group discussions as a teaching tool for applying inductive and deductive teaching methods. A major theme that is used as a focus for group discussion includes teaching students to understand the concept of integration as well as teaching them how to integrate classroom content and practicum experiences. The role of the practicum seminar instructor is to identify, label and to help students first to make assisted theory-practice linkages and subsequently to make unassisted linkages. The format for student discussion is based on the Progressive Adaptation and Integration Model (PAI) that has been developed by Giddings & Vodde (2001). All course objectives are addressed in this assignment. All program objectives are addressed in this assignment.

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the fourteen program objectives that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and practicum seminar. In grading the first practicum sequence, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of the semester. At the end of the semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the learning objectives. Each objective has been broken down into specific course outcomes that students must demonstrate by the end of the 10 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet. Using the rating scale on the form, the evaluation for SOWK 6700/6710 is completed by field instructor with input from the practicum seminar instructor and the student. Each program objective will be averaged which will determine the students letter grade for each objective. All Program Objectives will be averaged to determine the letter grade (A,B,C,D,F).

A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

FPO 11 Communication

FPO 12 Supervision and Feedback

FPO 14 Professional Behavior

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A,B,C,D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. Please see Student Handbook for explanation of deficiency points.

Practicum seminar instructors also are responsible for submitting the Semester Evaluation Section and the Final Grade Form to the Field Office. The Semester Evaluation Section is used to examine student strengths and areas in which further work is needed.

Students may demonstrate that they meet the objectives in a number of ways: student-initiated discussion of objectives during supervision, student logs, student journals, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the practicum seminar instructor for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the practicum seminar instructor and a meeting should be scheduled as well as a correction action plan completed (See Policy 6, Practicum Policies, Field Handbook).

2. **End of the semester** — at the end of the semester, the field instructor, practicum seminar instructor and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field instructors will be asked to evaluate the course outcomes. The practicum seminar instructor will convert the evaluation into a letter grade as discussed above.

3. **Students will also be evaluated on timeliness and quality of assignments.** Points are designated for each assignment in practicum seminar. These points will determine the letter grade for practicum. At the end of the Foundation Practicum Sequence, students are asked to complete a series of evaluation forms that relate to various dimensions of the overall practicum experience including an evaluation of the practicum agency, field instructor, seminar instructor and practicum seminar. Practicum seminar instructors also are asked to provide ongoing verbal feedback to the Office of Field Instruction regarding the quality of the practicum assignment. Field evaluation forms are found in the Evaluation Section of the Field Handbook.

Students are also asked to complete a Summary of Diversity of Foundation Practicum Experiences Form that summarizes the breadth and depth of student exposure to client populations during the first year. This form is included in the Concentration Field Application and must be signed off on by the field instructor. This form was developed by field instructors to be used as a guide to development of the Learning Plan Worksheet for SOWK 7611 and 7612, the Concentration Practica.

GRADING SCALE for Seminar

297-330 = A

264-296 = B

231-263 = C

198-230 = D

197 or below= F

Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. I will need to inform your Advisor if your midterm grad is marginal and if you receive C or below at any point during this semester.

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the Student Handbook at <http://www.valdosta.edu/sowk/documents/StudentHandbook09-10.pdf> IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE. *Remember the "STATEMENT OF UNDERSTANDING" signed by all students (see page 87).*

Please contact me with any special needs or developing problems. I will help you all I can.

COURSE SCHEDULE FACE TO FACE

WEEK 1—No Assignment		10 points Participation	1/16/14
WEEK 2 -- Process Recording	25 points	No Class	1/23/14
WEEK 3 – Learning Plan	50 points	10 points Participation	1/30/14
WEEK 4 – No Assignment		10 points Participation	2/06/14
WEEK 5 – Case Study	40 points	10 points Participation	2/13/14
WEEK 6 –No Assignment		10 points Participation	2/20/14
WEEK 7 – Process Recording	25 points	No Class	2/27/14
WEEK 8 –No Assignment		10 points Participation	3/06/14
WEEK 9- Documentation	25 points	10 points Participation	3/13/14
WEEK 10 -- Spring Break –		No Class	3/20/14
WEEK 11 –Process Recording	25 points	10 points Participation	3/27/14
WEEK 12 – Case Study	40 points	10 Points Participation	4/03/14
WEEK 13 – No Assignment		10 Points Participation	4/10/14
WEEK 14 – No Assignment		No Class	
WEEK 15 –No Assignment		No Class	
WEEK 16 – No Assignment		No Class	
Total	230	100 =	330

COURSE SCHEDULE WEB

WEEK 1— CLASS		20 points participation	1/17/14
WEEK 2 – Process Recording	25 points	No Class	1/24/14
WEEK 3 – Learning Plan	50 points	No Class	1/31/14
WEEK 4 – CLASS		20 points Participation	2/07/14
WEEK 5 – Case Study	40 Points	No Class	2/14/14
WEEK 6 –No Assignment		No Class	2/21/14
WEEK 7 – Process Recording	25 points	No Class	2/28/14
WEEK 8 – CLASS		20 Points participation	3/07/14
WEEK 9 –No assignment		No Class	3/14/14
WEEK 10 -- Spring Break –		No Class	3/21/14
WEEK 11 –Process Recording	25 points	No Class	3/28/14
WEEK 12 – CLASS		20 Points Participation	4/04/14
WEEK 13 – Case Study	40 points	No Class	4/11/14
WEEK 14 – Documentation	25 points	No Class	4/18/14
WEEK 15 – CLASS		20 Points Participation	4/25/14
WEEK 16 – No Assignment		No Class	5/02/14
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Total	230	100 =	330

DEPARTMENT OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Department of Social Work is to prepare students for the professional practice of social work. The Department requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 84-87 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 82. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Department of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Department of Social Work is found in the *MSW Student Handbook* found as a link off the [Department web site](#).

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Department's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation:
<http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. . If you need technical assistance with BlazeView D2L, call the Desire2Learn Help Center at 1-855-772-0423 or visit the [BlazeVIEW D2L](#) web site for Frequently Asked Questions and Self Help.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact [VSU's Access Office](#) or call 229-245-2498 (229-219-1348 for TTY). The office is located in Farber Hall.

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the [Student Success Center](#) or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services: The [Counseling Center](#) (phone 229-333-5940; e-mail piraynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The [Student Health Services](#) provides physical health services (phone 229-333-5886).

Emergency Campus Policy: The University Police contact number is **229-259-5555**. The University Police is located in the Oak Street Parking Deck. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and *447** (GA State Highway Patrol) **into their cell phone.**