



UNIVERSITY of DENVER

GRADUATE SCHOOL OF SOCIAL WORK

**Doctoral Program: Application for Teaching Practicum
SOWK 5700**

Instructions: Please complete form, print and obtain necessary signatures before submitting to GSSW Registrar for registration.

Student Name: _____ DU ID: _____
Quarter (ex: Fall, Winter Spring): _____ Year (ex: 2021, 2022): _____

Faculty Instructor for Practicum: _____
Course Number (ex:SOWK 4231): _____

Please attach your course learning contract (attached to syllabus) and your individualized learning contract specifying the objectives of the practicum. The Associate Dean of Doctoral Education will not sign the form unless both learning contracts are attached and signed.

| | | | |
|----------------------------------|-------|--------------------------------------|-------|
| _____ | _____ | _____ | _____ |
| Student Signature | Date | Academic Advisor Signature | Date |
| _____ | _____ | _____ | _____ |
| Faculty instructor for practicum | Date | Associate Dean of Doctoral Education | Date |

Students are expected to devote 8 hours per week during the quarter in order to receive practicum hours. An individualized learning contract specifying the specific objectives of the practicum and a final paper are required. **The final paper must be submitted to the PhD Program Director as well as the Instructor.** The Teaching Practicum is graded on a pass/fail basis.

OFFICE USE ONLY: Processed: _____ CRN : _____ Student/Sponsor/Advisor notified: _____ SPACMNT: _____

Teaching Practicum SOWK5700

Practicum objectives (continue on another page):

Written assignment (a copy MUST be turned in to the PhD Director):

**THE UNIVERSITY OF DENVER
GRADUATE SCHOOL OF SOCIAL WORK**

SOWK 5700: Teaching Practicum
3-credit hours

Introduction and Rationale

A majority of social work doctoral students enter academic teaching positions following graduation. This 3-hour required course provides classroom instruction and teaching opportunities designed to prepare doctoral students for faculty positions in undergraduate and graduate level social work education. The purpose of the Teaching Practicum is to offer students a supervised learning experience where they work with a faculty member to acquire and practice the skills necessary for competent instructional delivery and effective teaching in social work education.

The Teaching Practicum provides students the opportunity to work closely with a faculty mentor. Students are encouraged to pursue practicum placements that match their substantive interests. Students are required to complete the online CTL new faculty coursework as part of their Teaching Practicum. When arranging placements, students should also consider areas of the curriculum (e.g., policy, practice, HBSE, research) in which they will likely teach following graduation. A course learning contract form is attached to the syllabus. This contract reviews the general objectives of the course and should be revised with the faculty member and signed prior to working on an Individualized Learning Contract. The Individualized Learning Contract specifies the details of the proposed work with the faculty members. The Teaching Practicum is graded on a pass/fail basis.

Student Responsibilities

The Director of the Ph.D. Program will survey the faculty each spring quarter to assess teaching practicum opportunities for the next academic year. The Director will in turn provide a description of teaching opportunities to students as a first step in informing students about potential classroom opportunities. In all cases, students should consult the Director of the Ph.D. Program during spring quarter of their first year of study to discuss practicum opportunities for year two.

Students are expected to arrange the practicum at least one quarter in advance of the academic quarter in which the practicum occurs. The practicum can be arranged with the support of the Ph.D. Program Director. Students may also seek practicum opportunities independently provided the Director is informed of their plans and arrangements. In either case, students are expected to approach faculty members to discuss their potential fit for a practicum in a specific course of interest.

Students are expected to devote approximately 8 hours to the practicum per week. These hours are intended to cover activities such as class preparation, classroom time, office hours, assignment

grading, and meetings with the faculty supervisor. These activities are intended to promote students' learning and are not meant to be a substitute for duties performed by the supervising faculty member.

The Individualized Learning Contract

The Individualized Learning Contract is a signed agreement outlining the scope of work to be conducted in the Teaching Practicum. The contract should identify specific student learning objectives and describe the way in which these objectives will be met during the practicum experience. The contract must be signed by the student, faculty supervisor, and Ph.D. Program Director.

Learning objectives will vary by students' experiences. At the completion of the course, however, students should be able to:

1. demonstrate competency in the design, implementation, and grading of student work (e.g., papers, exams, presentations, etc.);
2. design a set of instructional activities (e.g., lectures, discussion groups, exercises, etc.) for implementation in a classroom setting;
3. implement instructional activities in a manner that amplifies students' learning and skill development; and
4. demonstrate the ability to assess and critique their teaching style, instructional methods, and general strengths and weaknesses in assuming the role of a social work educator.

Final Paper

Students must complete a final paper that summarizes the degree to which they have met their learning objectives. The paper should address the specific objectives identified in the Learning Contract. The final paper should be submitted to students' faculty supervisor and to the Ph.D. Program Director.

Faculty Responsibilities

The practicum is a mentorship model. Faculty supervisors serve in an advisory capacity during the practicum. As such, faculty members are expected to meet weekly with students to discuss class activities and review progress. The exact nature of the supervisory relationship will be negotiated between the student and instructor in a learning contract.

Suggested Readings

McKeachie, W. J. (2002). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. New York: Houghton Mifflin.