

UNIVERSITY OF DENVER GRADUATE SCHOOL OF SOCIAL WORK	
<i>SOWK 4970: Concentration Field Internship</i> Denver Campus, 4Corners and Western Colorado programs: 5 credit hours per quarter for total of 15 credits over 3 quarters MSW@Denver 4 credit hours for 3 quarters & 3 credits for the last quarter for a total of 15 credits over 4 quarters	
Field Supervisor Field Liaison	Offered Year Round

COURSE SYLLABUS

COURSE DESCRIPTION

Concentration students participate in planned social work practice experience that integrates classroom theory, the learning of practice skills and the continued development of social work attitudes, ethics and values in a variety of social work contexts and settings. Prerequisite for 2-year students: successful completion of foundation-year course work and field internship. Prerequisite for students with Advanced Standing: successful completion of advanced standing prerequisite courses and BSW-year internship. Field must be taken concurrently with concentration-year course work, or after core concentration course work, unless by special arrangement with the Assistant Dean for Field Education (or designee).

COURSE RATIONALE

The concentration-year field internship program is designed to assist in the development of competent social workers through performance in micro, mezzo, and macro field settings. The field internship is intended to enhance learning through field experiences for students that integrate and apply theories, values, methods and practices of social work acquired in the academic setting. Students are responsible for developing personal management skills congruent with professional behavior and for maintaining professional standards of ethical conduct defined in the NASW Code of Ethics. Concentration-year field requires a minimum of 20 hours a week experience at the assigned field agency. Any deviation from this standard requirement which regularly involves more or fewer hours per week must be approved by the Assistant Dean for Field Education (or designee). Block internships, a full time internship in the field placement for a shorter period, must also be discussed with and approved by the Assistant Dean for Field Education (or designee) six weeks or more prior to the beginning of the internship.

EDUCATIONAL OBJECTIVES AND STUDENT LEARNING OUTCOMES

Field internship serves as a primary mechanism for evaluating many of the core competencies and practice behaviors. See the quarterly Field Evaluation for specific evaluation of educational objective, competencies and practice behaviors.

Given regular attendance, appropriate participation and successful completion of assigned tasks and activities, students will competently demonstrate the following knowledge, skills and values:

1. Conduct oneself as a professional social worker by demonstrating self-awareness and autonomy, by recognizing and discussing personal strengths and weaknesses; having clarity about personal values and attitudes and the way in which they impact practice; accepting full responsibility for field learning; being efficient in use of time, honoring appointments, deadlines, and other commitments; and carrying out assignments with appropriate level of supervisory assistance. Students will use supervision time appropriately by being prepared for supervision sessions; being open to ongoing performance evaluations; and revising conceptualizations and interventions based on feedback.
2. Apply social work professionalism and ethical principles to guide practice by demonstrating the appropriate application of social work roles and values in practice by understanding and showing commitment to professionalism and the Social Work Code of Ethics within the context of the agency; respecting client confidentiality and self-determination; demonstrating cultural responsiveness in values, beliefs, and behavior and with sensitivity to all those facing issues of oppression, marginalization, power and privilege; utilizing research in all aspects of practice; and committing to ongoing development of a conceptual framework for practice in the changing contexts of social work.
3. Develop professional and effective oral and written communication skills by using appropriate and culturally responsive professional language; being accurate in reporting processes; using active listening and conflict management skills; being willing to express oneself in group situations, and increasing public speaking skills (e.g. speeches, leading programs, legislative advocacy).
4. Understand and respond to agency and community context for advocacy and practice by demonstrating knowledge of the agency and representing them well by adhering to agency policies and procedures; accurately articulating the mission, goals, and structure of the organization; being aware of subsystems, super-systems, and their interrelatedness; recognizing and responding to the changing contexts of practice; and understanding the organizational environment.
5. Engage with clients and client systems in an empowering and culturally responsive manner by recognizing issues of power, privilege, oppression, and marginalization. When working with communities students will practice effectively achieving commitment, ownership, education and sanction for the change process in a culturally responsive manner. By demonstrating sensitivity across various systems, using open-ended questions and exploring verbal and non-verbal communication, students will participate in forming empowering relationships while working for human rights, social and economic justice.

6. Assess clients and client systems using knowledge of human behavior and the social environment by guiding clients, client systems and community partners in the analysis of their issues, resources, goals and solutions. Students will demonstrate the ability to gather facts, analyze issues and apply appropriate interventions and theory bases to clarify issues and identify strengths as well as constraints and will integrate these factors into a viable assessment. Students will use research to evaluate and inform practice.
7. Design culturally responsive intervention strategies by establishing genuine, non-judgmental helping relationships and with awareness of issues of power, privilege and oppression. Students will use appropriate interviewing techniques, group leadership skills, brokering/mediating/networking/advocating skills, personal management skills, and administrative skills, maintaining a problem-solving focus; having the ability to explore and clarify the feelings of others and being aware of non-verbal communication. Students will use research to inform practice and practice to inform research.
8. Evaluate own practices and plan for termination with clients, client systems and communities by being able to specify objectives for planned intervention with clients/systems and community partners and articulating clear criteria for determining the success of strategies, being able to evaluate personal effectiveness in practice, and accepting responsibility for termination/transfer through oral and written communication. Students will use knowledge of practice informed research and research informed practice to evaluate.
9. Demonstrate competencies related to concentration and/or certificate program by being able to integrate academic courses and the internship; having knowledge of how agency policies impact service delivery in relationship to the content of the certificate and populations served; being able to utilize concentration specific/certificate specific strategies needed in working with various client population; assisting the agency in understanding the nature of the specialized work of the concentration and/or certificate and linking the theories of the concentration and/or certificate to the profession and ethics of social work; and adhering to social work values, ethics, roles and purposes.

Field internship serves as a primary mechanism for evaluating many of the core competencies and practice behaviors. See the quarterly Field Evaluation for specific evaluation of educational objective, competencies and practice behaviors.

CONTENT ON DIVERSE POPULATIONS

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.

INCLUSIVITY STATEMENT

Social and economic justice is one of the key themes promoted throughout the curriculum at GSSW. As a community we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience at GSSW. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we *listen* to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

METHODS OF TEACHING

Concentration-year field internship utilizes a combination of observation, practice, discussion and experience. The field supervisor will provide a teaching/learning environment that facilitates student application of classroom concepts and skills through practice with various sizes of client systems and in various contexts. Developed in consultation with the field liaison, the Individualized Field Education Plan (IFEP) will ensure that GSSW curriculum goals are incorporated into field experiences.

READINGS

Code of Ethics of the National Association of Social Workers. (2008).
Washington DC: NASW.

Field Manual: 2017-2018. (2017). Denver, CO: GSSW.

Sweitzer, H.F. & King, M. A. (2014, 2009). *The successful internship: Transformation and empowerment in experiential learning*. Belmont, CA: Brooks/Cole.

Additional readings as assigned by the field supervisor

COURSE ASSIGNMENTS

In consultation with the field supervisor and field liaison, the student will develop an Individualized Field Education Plan (IFEP) specific to their learning needs within the context of their field agency and in accordance with the Concentration competencies and practice behaviors. This IFEP will be the outline for the field internship learning. The guidelines for the IFEP can be found in the Field Manual.

EVALUATION OF STUDENT PERFORMANCE/GRADING

Field internship serves as a primary mechanism for evaluating many of the core competencies and practice behaviors. See the quarterly Field Evaluation for specific evaluation of educational objective, competencies and practice behaviors. Using the IFEP developed in consultation with the field supervisor and field liaison, the student will demonstrate learning in each of the educational objectives listed for foundation field. Student field performance will be evaluated quarterly by the field instructor, with input of other supervisors involved in the student's internship. The field supervisor rates the student's work in each of the areas listed on the foundation field evaluation. Students are expected to assess their own performance and to discuss their self-rating with their field instructor, although the field instructor will determine the numeric score to be entered into the field evaluation. A template of the concentration field evaluation can be found in the Field Manual and on-line. Field instructors are responsible for entering the evaluation scores and submitting the evaluation electronically according to the schedule published in the Field Manual. The field supervisor recommends the grade earned by the student, but the field liaison has the prerogative to submit a final grade different from that recommended by the field supervisor with documented reason. Students receive a Pass (P), In Progress (IP), or No Pass (NP) for each quarter of field.

ATTENDANCE

Students are expected to attend field on regularly scheduled days, attend meetings or events at other agencies or in the community as instructed by the field supervisor, in accordance with the required number of field hours.

GENERAL GSSW AND DU POLICIES

Please see the GSSW Field Manual for policies pertaining to field internships.

Policy Concerning Students with Disabilities

Students who have disabilities or medical conditions and who want to request accommodations should contact the Disability Services Program (DSP); 303.871.3241; 1999 E. Evans Ave.; 4th floor of Ruffatto Hall. Information is also available online at <http://www.du.edu/studentlife/disability/dsp/index.html>; see *Student Handbook*.

Please note that academic accommodations cannot be applied retroactively, so it is important for you to register with DSP as soon as possible if you think you may need accommodations at some point while at GSSW.

Students are also encouraged to contact the Student Experience Coordinator for GSSW.

Please review materials in the Academic Bulletin & Student/Faculty Handbook for the following policies:

Policy Concerning Religious Accommodations

Policies Concerning Academic Integrity and Ethical Conduct

Name and Pronoun Use in the Classroom

Use of Technology

The *University of Denver Graduate School of Social Work Student/Faculty Handbook to the MSW Program* can be found on the GSSW website (www.du.edu/socialwork), within the “current students” tab, on the “Quick Links” box on the right side of the page.

BIBLIOGRAPHY

- Code of Ethics of the National Association of Social Workers. (2008).
Washington DC: NASW.
- Field Manual: 2017-2018. (2017). Denver, CO: GSSW.
- Sweitzer, H.F. & King, M. A. (2014, 2009). *The successful internship: Transformation and empowerment in experiential learning*.
Belmont, CA: Brooks/Cole.