

<b>UNIVERSITY OF DENVER GRADUATE SCHOOL OF SOCIAL WORK</b>	
<i>SOWK 4950: Foundation Field Internship</i> <b>Denver Campus, 4Corners and Western Colorado programs: 4 credit hours per quarter for total of 12 credits over 3 quarters MSW@Denver 3 credit hours per quarter for a total of 12 credits over 4 quarters</b>	
<b>Field Supervisor Field Liaison</b>	<b>Offered Year Round</b>

### COURSE SYLLABUS

#### **COURSE DESCRIPTION**

This required internship provides foundation students with the opportunity to integrate social work theory and practice for effective professional intervention at clinical and community levels. Pre-or co-requisites: SOWK 4001, 4020, 4132 & 4006, 4003, 4007

#### **COURSE RATIONALE**

The field internship program is designed to assist in the development of competent social workers through performance in field agency settings. The field internship is intended to enhance learning through field experiences for students that integrate and apply knowledge, 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 maintenance of professional standards of ethical conduct as defined in the NASW Code of Ethics. Foundation-year field internship is 16 hours a week at the assigned agency. The Assistant Dean for Field Education (or designee) must approve any deviation from this. A block internship (full time internships for a shorter period of time) or any other special arrangement must also be discussed with the Assistant Dean for Field Education (or designee). Students must complete a minimum of 480 hours in the foundation internship.

#### **EDUCATIONAL OBJECTIVES**

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 be able to:

1. Demonstrate knowledge, skills and values reflective of the development and identification of a professional self. This includes demonstration of self-awareness, practicing personal reflection and self-correction in application of social work ethics

and standards, use of supervision, oral and written communication skills, representation of agency, and professional demeanor and boundaries.

2. Demonstrate proficiency in assessment and problem formulation by exploring situations thoroughly, gathering accurate information and presenting this information in a balanced way that can be understood in a variety of professional contexts. This requires understanding the client systems' point of view; regularly examining and adjusting own opinions of the client system problems; and identifying critical information for a bio-psychosocial assessment.
3. Engage with and assess client systems in planning and goal setting, demonstrating the skills necessary to establish mutually agreed upon short and long terms goals for client systems and to set personal learning goals for own professional development. Demonstrate the ability to develop a plan with a client system based on research and use of evidence based practices.
4. Demonstrate professional communication skills and intervention strategies in the context of multiple dimensions of diversity and issues of power, privilege and oppression. Demonstrate conscious use of self; develop professional and empathic relationships with client systems; attend to verbal and nonverbal cues; and utilize supervision to evaluate development of practice skills.
5. Demonstrate the ability to evaluate the effectiveness of own practice; identify and initiate action for areas of improvement; critically analyze, monitor, and evaluate interventions based on empirical evidence and self-reflection and incorporate this awareness into assessment and plan for termination with the client system and the agency.
6. Demonstrate application of human behavior and social environment concepts by applying systems, developmental and social justice perspectives in work with the various client systems. Develop cultural responsiveness and advocacy skills for practice with client systems and to effect structural changes in the delivery of social services.
7. Demonstrate integration of classroom learning into a broad view of practice by the ability to integrate theories into practice with clients, to discuss and relate coursework to the field experience, and in recognizing the need for career long learning in the changing contexts of social services delivery.

### **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**

Foundation-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 generalist practice, exposing the student to a range of prevention and intervention methods with individuals, families, groups, organizations and communities. Each student's experience will vary based on the internship site; practice and observation of various skills will be relevant to the specific internship chosen by the student; and will address the basic foundation competencies and practice behaviors as determined by the Council on Social Work Education (CSWE). The field liaison will provide oversight and linkage with GSSW around the student's progress. The field liaison will perform agency visits and be available for problem-solving initiated by either the student or the field supervisor.

### **READINGS**

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

Field Manual: 2016-2017. (2015) 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 GSSW foundation 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 foundation 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.; 4<sup>th</sup> 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. You 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](http://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.