

Internship II Course Syllabus

COURSE INFORMATION

Number: SCWK 401
Credits: 5
Pre-requisite: SCWK 400, Internship I
Co-requisite: SCWK 416, Research Practicum I
Quarter offered: Winter

INSTRUCTOR INFORMATION

Instructor: Virgil Brave Rock
Office: Pete Beaverhead Building, Room 121
Telephone: (406) 275-4870
Email: virgil_braverock@skc.edu
Office hours: As posted

COURSE DESCRIPTION

Internship II provides 150 hours of supervised work experience in a community social services agency. Students assess their internship experience and identify personal learning objectives.

Internship II is the second in a series of three courses which builds upon knowledge of beginning, multi-level generalist practice skills, social work history and policies, human behavior in the social environment, and organizational research. Students demonstrate their ability to apply classroom theory to work with clients in a social service organization. The Internship provides students with an opportunity to grow personally and professionally by receiving field instruction under the supervision of a trained and approved site supervisor.

COURSE OBJECTIVES

Upon successful completion of this course students will:

General Course Objectives

1. Demonstrate, in practice situations, the integration of generalist social work theory and practice gained in social work foundation areas. This will include, but is not limited to interviewing, case management, and group facilitation.

Measured by: Review of quarterly student/agency evaluation, which includes evaluation of social work practice competencies as identified in the Learning Agreement. Completion of Cultural Competency Case Study.

2. Demonstrate both personal and professional growth.

Measured by: Supervisory meetings and e-mail discussions with Field Education Director, and Learning Agreement Outcomes Evaluation.

3. Demonstrate the ability to intervene with individuals, small groups, and families, with sensitivity to populations-at-risk.

Measured by: Discussions on interventions with multiple-level clients in supervision; Learning Agreement Outcomes Evaluation; Cultural Competency Case Study.

4. Apply research knowledge within the practice setting to evaluate the effectiveness of individual practice, and service delivery programs.

Measured by: Discussions on application of research in supervision with Field Education Director; field evaluation of student basic research skills as applied in internship setting and identified in Learning Agreement.

Critical Thinking Objectives

5. Demonstrate the ability to practice within the framework of social work values and ethics.

Measured by: Discussions on values and ethics with Field Education Director; weekly e-mail journaling; quarterly evaluation of ethical practice as identified in Learning Agreement.

6. Demonstrate a professional commitment to social work ethics and the ability to promote economic and social justice in social work practice, using professional writing and speaking to advocate for clients.

Measured by: Discussion on agency and state policies in supervision with Field Education Director; quarterly evaluation of ethical practice skills in the promotion of economic and social justice for clients as identified in Learning Agreement.

7. Demonstrate the effective use of the problem-solving mode.

Measured by: The problem-solving paper required at the end of each quarter; discussion with the Field Education Director in weekly meeting; quarterly evaluation of student problem-solving skills as identified in Learning Agreement; and cultural competency case study.

Cultural Awareness Objectives

8. Demonstrate effective written and verbal communication styles and social work skills and the ability to use these skills differentially in work with diverse populations and in relation to diversity issues, such as gender, race, age, religion, color, disability, sexual orientation, and national/ethnic origin.

Measured by: Discussions on diverse populations with Field Education Director; cultural competency assignment; weekly journaling; quarterly evaluation of practice with diverse client as identified in Learning Agreement.

9. Intervene with organizations and communities and apply social change strategies in order to increase social and economic justice for diverse populations and populations-at-risk and be able to empower individual clients to access and use community resources.

Measured by: Discussions on professional commitment and social and economic justice; e-mails to Field Education Director; Agency List; Internship Evaluation; cultural competency assignment; quarterly evaluation of intervention skills as identified in the Learning Agreement.

10. Apply generalist social work skills in field placement in agencies that serve at-risk children and Native Americans and are knowledgeable of social policies impacting Native Americans and other vulnerable populations.

Measured by: Attendance at and report on professional meeting or training related to serving children at risk and/or Native American families and/or other vulnerable populations; cultural competency assignment; and quarterly evaluation of intervention skills as identified in Learning Agreement.

11. Identify the social service agencies, service delivery systems, and social policies that affect Native Americans, children, and other vulnerable populations in local, state-wide, and national areas and demonstrate ability to develop collaborative working relationships with these agencies, noting any forms of oppression and discrimination that may be seen.

Measured by: Internship Evaluation; cultural competency paper; and quarterly evaluation of generalist skills as identified in Learning Agreement.

REQUIRED MATERIALS

Internship contract, liability coverage, current e-mail address, signed Consent of Release of Information form for background check (as required by agency), completed background check, and additional materials as assigned by Field Education Director or site supervisor.

METHODS OF INSTRUCTION

Field instruction occurs on site at the social service agency where the internship takes place. Students acquire general knowledge of their site agency and its resources and assume appropriate work assignments. Instruction consists of weekly meetings with the Field Education Director and the site supervisor; peer learning through sharing of agency experiences, e-mail discussion and response to student inquiries, and interactive teaching methods.

COURSE REQUIREMENTS

Internship

1. Learning Agreement. The Learning Agreement is an educational contract that focuses on goals, objectives, and agency-specific activities. It is completed at the beginning of each

quarter in consultation with site supervisor and the Field Education Director. The Agreement is designed to be cumulative and progressive in content and to demonstrate professional growth, critical thinking, and problem solving. Copies of the Agreement are given to the Field Education Director and the site supervisor the second week of quarter. Clock hours will not be counted until the Learning Agreement is completed.

2. Clock Hours. Students are expected to complete 150 hours per quarter within the agency setting, including time allotted for research. Students are expected to be in attendance in the agency on days designated for the internship, and observe agency hours and schedules. Additionally, students are expected to attend designated meetings and outside professional seminars.
3. Time Sheets. Time sheets are provided for keeping track of the student's clock hours. These are signed by the student and site supervisor prior to submitting to Field Education Director. The time sheets are due each week.
4. Internship Assignments. Internship assignments, as designated by the Internship Learning Agreement, must be completed consistently and proficiently.
5. Meetings with Field Education Director. Each student reports weekly to the Field Education Director who monitors the student progress in internship. The Field Education Director is the Salish Kootenai College representative to that agency and serves as consultant to the site supervisor. It is the student's responsibility to contact the Field Education Director regarding issues in their internship.
6. Agency Visits. The student must arrange for the Field Education Director visits to the internship site, at which time student's performance and academic progress will be evaluated, the learning experience will be discussed and any needed adjustments made, and next quarter's internship experience will be planned.

Assignments

1. Cultural Competency Assignment Case Study: This assignment is designed to enhance the direct practice portion of the Internship experience while emphasizing a cultural focus. The assignment includes the following:
 - A. Identification of presenting problem and discussion of cultural factors that influence client behavior and values.
 - B. Intervention plan with outcome goals and identified generalist skills
 - C. Evaluation plan with criteria for success
 - D. Identification of relevant social policies and social action strategy
 - E. Self-critique of interviewing and practice skillsNOTE: See attached Cultural Competency Assignment handout for a more complete description of this assignment.

2. Written review of professional seminars and/or meetings. The student will submit, by E-mail, a one-page overview of the quarterly professional meetings and/or professional seminars attended. This is due not later than two weeks after the student has attended the event.
3. Agency list: The student will keep a running list of agencies (state, local, and national) that impact children at risk, Native Americans, and other vulnerable populations. The student will note areas of possible prejudice or discrimination against the populations indicated. This list will be kept in their E-mail journal, with the final list due the last week of the quarter.
4. Problem-solving Paper: Write a two-page paper describing problems encountered during the internship experience and suggested solutions. The report is due week 10.
5. Internship Evaluation: This two-part report highlights student activities during internship and an evaluation of the internship experience, including the collaborations with outside agencies. Include the following:
 - a. Part I: An objective description of the student's activities in the internship placement, such as: work assignments, supervisory conferences, attendance at agency meetings and/or professional conferences, use of generalist knowledge and skills, interaction with agency personnel, collaborations with outside agencies, and other activities pertinent to the internship experience.
 - b. Part II: A subjective reaction to the internship experience, which includes an assessment of the quality of the learning experience in the agency; identifying aspects of learning experiences that were most helpful; and recommendations on how the internship might be modified or expanded to maximize this experience.
6. Weekly E-mail Journal. Students use E-mail to communicate with the Field Education Director. Students may maintain a handwritten journal for personal notes, but internship entries, including questions, concerns, and requests for resources, must be submitted to the instructor via E-mail each week.

ATTENDANCE POLICY

Students are expected to spend 150 hours per quarter in agency experience, including time allotted for research. Students are expected to be in attendance in the agency on days designated for the internship, observe agency hours and schedules, and be responsible for their own time sheets. Absences other than illness or family emergencies are to be prearranged. Students must promptly report absences to the Field Education Director and the site supervisor and arrange to make up the time. Extended absences must be discussed with the site supervisor and with the Field Education Director.

Class attendance will also be considered in the final grade. If the student misses one or two classes, this will not affect his/her grade, but any classes missed after two classes will lead to a loss of 10 points for every class missed. Any student who misses a total of five (5) or more classes will be asked to withdraw from the class.

GRADING

The final grade is calculated by combining two grades: 50% is Learning Agreement grade and 50% is assignment grade. A total of 900 points is possible.

800-900 points = A
720-799 points = B
640-719 points = C
540-639 points = D
Under 540 points = F

Learning Agreement Requirements (450 points possible)

Evaluation of student internship performance in the field is based on the Learning Agreement goals, objectives, and tasks developed by the student, Field Education Director, and site supervisor. All three individuals will meet to assess the criteria and recommend a grade at the end of the quarter using the Internship Learning Agreement Outcome Evaluation tool.

Learning Agreement Outcomes Evaluation Grading Criteria

400-450 points = A (Superior performance in internship field assignments)
360-399 points = B (Strong performance in internship field assignments)
320-359 points = C (Acceptable but below expectation in internship field assignments)
270-319 points = D (Unacceptable performance in internship field assignments)
Under 270 points = F (Failure in performance in internship field assignments)

Assignment Requirements (450 points possible)

1. Completion of internship hours (150)	150
2. Class participation	20
3. Cultural competency Assignment	120
4. Review of professional seminars and/or meetings	50
5. Agency List	20
6. Problem-solving Paper	20
7. Internship Evaluation	50
8. Weekly E-mail Journal	20

Assignment Grading Criteria

400-450 points = A (Superior performance in most internship class assignments)
360-399 points = B (Strong performance in internship class assignments)
320-359 points = C (Acceptable but below expectation in internship class assignments)
270-319 points = D (Unacceptable performance in internship class assignments)
Under 270 points = F (Failure in performance)

An Incomplete grade (“I”) for this course is NOT an option, except in cases of extreme emergency or the death of a family member. In either situation, instructor approval is required. The instructor must be notified within 48 hours.

The grade F is only given in consultation with the Field Education Director, site supervisor, and Social Work Department Chair. This grade may exclude the student from continuing studies in the SKC BSW program.

WEEKLY OUTLINE

Week 1 *Integrating foundation social work knowledge with practice situations*

- Review the syllabus and assignments for winter quarter
- Review learning objectives and activities for the winter quarter.
- Begin weekly e-mail journaling
- Begin winter quarter internship
- Begin winter quarter weekly supervision
- Submit weekly time sheet
- Begin weekly e-mail journaling

Week 2 *Practicing within the framework of social work values and ethics; Integrating foundation social work knowledge with ethical practice situations*

- E-mail discussion topic on personal values and ethics in comparison Social Work values and ethics
- Discuss completed Learning Agreement objectives and activities with the faculty instructor in supervision.
- Research ethical issues and ethical code and policies for internship agency and related agency policies. Submit findings via e-mail.
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 3 *Cultural influences on clients and the development of culturally based intervention strategies to address personal and social problems.*

- Review cultural competency case study assignment:

Part I:

- A. Identifying presenting problem and cultural influences. (Draft due week 5)
- B. Designing a culturally based intervention strategy and identifying appropriate generalist roles, skills and levels of practice. (Draft due week 5)
- C. Designing an evaluation plan and criteria for success. (Draft due week 6)

Part II:

- D. Macro practice: Identifying social policies and program impacting internship clients. Designing a social action strategy. (Draft due week 7)
- E. Critique of interviewing and practice skills uses in intervention strategy. Describe plan to improve skills. (Draft due week 8)

Completed paper due at end of quarter week #10.

- Submit weekly e-mail journal
- Submit weekly time sheet

Week 4 : *Utilizing communication skills differentially across diverse populations.*

- Discuss in class and in e-mail how the following factors influence communication skills:
 - a. Client cultural identity
 - b. Diversity within the family
 - c. Family structures
 - d. Rituals and Celebrations
 - e. History of schooling experience (resulting outcome)
 - f. Language, traditional language spoken or not
 - g. Literacy, oral and written
 - h. Community resources and networks
 - i. Values and norms
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 5 *Continue discussion on cultural influences, communication skills, and professional values and ethics. Discuss draft on Part A and B.*

- Submit draft on Part A and B of cultural competency assignment (identifying cultural influences, problem identification and outcome goals, developing an intervention strategy).
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 6: *Developing an effective assessment tool appropriate for evaluating intervention strategies in internship agency. Discuss draft on Part C*

- Identify current assessment tools used in your internship agency. Discuss the adequacy of those tools and recommend changes where appropriate..
- Submit findings on agency assessment tools via E-mail.
- Submit discussion draft of Part I C of cultural competency assignment (evaluation plan for assessing intervention strategy).
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 7 *Promoting economic and social justice for clients; Impact of prejudice and policy on children at risk, Native Americans and other vulnerable individuals/groups; Integrating foundation social work knowledge in policy with practice situation. Discuss draft on Part D.*

- Research social policies that impact Native Americans and other vulnerable populations.
- Use a logical framework to examine policies that affect social delivery programs, submit findings via E-mail.
- Submit discussion draft on Part II D of Cultural Competency Assignment (Macro practice: social policy and social action.)
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 8 *Apply research knowledge within the practice setting to evaluate the effectiveness of individual practice and service delivery programs. Discuss draft on Part E.*

- Submit discussion draft on part E of Cultural Competency Assignment (practice skill evaluation).
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 9 *Solving problems in social service agencies.*

- Discuss problem-solving Paper (due week 10)
- Submit internship evaluation
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 10 *Review of Internship experience winter quarter*

- Submit Agency List
- Submit Problem Solving Paper
- Submit completed Cultural Competency Assignment.
- Submit Internship Evaluation
- Submit weekly e-mail journal
- Submit final time sheet

Last week to submit all assignments.

SKC Syllabus Supplement

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Reasonable Accommodations

Reasonable accommodations are provided to students with diagnosed or suspected disabilities through the ACCESS Office located in the Social Work Department in the Beaverhead Building. For additional information, contact John Domitrovich, the SKC ACCESS Officer, Beaverhead Building Room 131; 406-275-4889; john_domitrovich@skc.edu.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour. For example, if this is a 5-credit course, you are expected to spend 5 hours in class and a minimum of 10 hours outside of class, a total of at least 15 hours each week.

Attendance

Good attendance and active participation will help you to achieve success in your academic career. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course.

Cultural Competency Assignment

Assignment Goal: The goal of this assignment is to demonstrate knowledge of cultural diversity and to demonstrate skillful application of generalist skills in developing an intervention plan that incorporates the preservation of cultural integrity.

In preparation for this assignment students will select a client (individual, group or community) belonging to one of the cultural groups served by your field agency. The student will conduct a cultural diversity assessment interview with this client and develop an intervention plan based on culturally relevant factors and appropriate to the needs of the client. Where appropriate, this plan will include strategies to support and enrich the client's cultural identify.

Note: This assignment has five parts: Part A identifies culturally relevant factors that define and influence the behaviors and values of the selected client, including the degree to which the client identifies with his/her cultural background. Part B includes a detailed outline of, and rationale for, a culturally based intervention plan built on the assessment conducted in Part A. Part C describes an evaluation plan that can be used to determine success of the overall intervention plan presented in B, including an assessment of the cultural integrity component of the plan. Part D requires a macro strategy designed to impact policy and community programs. Part E includes a self-critique of practice skills focused on your ability to obtain the desired cultural information and develop a culturally focused intervention strategy.

A. Conduct an interview(s) with the selected client(s) and gather information on four or more of the following cultural factors. Include an exploration of the presenting problem, from the perception of the client and the perception of others connected to the client, including yourself. Based on your interview, prepare a written description and analysis of how the below factors have shaped your client's behaviors, beliefs and values. Include client's identification with his/her culture (g). [Discussion draft due Week 5]

Include the following in your description and analysis:

1. Identify historical events that, the client believes, have had a significant impact on the members of the cultural group and on the client. Discuss, according to the client, how these events have shaped the behaviors, beliefs, and values of the group members and of the client specifically.
2. Identify the language(s) spoken by the client and discuss how this language influences the way in which the client interacts with his/her cultural community and with the larger community, including those individuals not familiar with the culture. Discuss how the language influences the client's identification with the cultural group.
3. Identify the family structure in which the client was raised and the client's perception of his/her family relationships. This includes expected roles and responsibilities within the immediate and extended family, ways of dealing with individuals within the family, and ways of dealing with individuals outside the cultural group. Discuss the client's

perception of social workers and other helping professional and her/his willingness to work with these professionals.

4. Identify the literary, artistic, and culturally relevant activities in which the client participates. Discuss the importance to these activities to the client, particularly as the activities enhance his/her cultural identity, and the impact of these and other activities on the client's well being.
 5. Identify social, economic, and political issues of importance to the client. Discuss the client's perception of these issues, her/his involvement in these issues (or potential involvement) and how this involvement has (or could) affected the client's well being.
 6. Specify other "identities" which pertain to this client (gender, age, disability, sexual orientation, economic status, political affiliation, etc.) and discuss how these identities interact with the client's cultural identify and further influence the client's behavior and values.
 7. Discuss the degree to which the client identifies with his/her cultural heritage, and the ways in which that identify is, or is not, reflected in the client's social and political activity. Identify those cultural behaviors, beliefs and values with which the client strongly identifies and note where the client diverges from these cultural factors.
 8. Include any additional information obtained in the interview and/or from other sources that you believe is relevant to the cultural assessment.
- B. Based on the information gathered in your cultural assessment interview, design an intervention plan tailored to the needs and concerns of this client. Identify outcome goals and discuss how the client's cultural identity relates to obtaining desired outcomes. Specify how the generalist model of social work practice is used in this intervention, describing how you will incorporate appropriate generalist roles, skills and levels of practice (micro, mezzo, and macro) in this plan, and how these practice roles and skills relate to the outcomes noted above. Discuss your expectations for your client's participation in this plan and how you will empower this client to act in her/his best interest. [Discussion draft due week 5]

Include the following in your plan:

1. Description of client and presenting problem(s) as defined by the client. Comment on how you, and your agency personnel, perceive the client's problem(s) and how this differs from the client's perception, if at all. Describe the connection, if any, between the presenting problem(s) and the client's cultural identity. Also note any ethical or legal concerns related to this situation.
2. A cultural assessment identifying factors in the client's life that have shaped her/his cultural identity and how these factors influence present behavior and values. Discuss cultural factors, if any, that are related to the problem(s) noted above. Identify those cultural factors that appear to have the greatest influence on and importance for the

- client. Describe how these factors might be incorporated into your intervention plan to maximize the probability of overall success and to promote cultural integrity.
3. Your perception of the client's identification with his/her culture. In what ways, if any, does this differ from the client's own perception of his/her/their culture identification.
 4. The hoped-for-outcomes (goals and objectives) in providing service and support for this client as these outcomes relate to the problem(s) noted above. Distinguish between the client's perception of desired outcomes and the agency's perception of the outcomes. Include goals related to cultural integrity.
 5. Community agencies and programs that you will utilize in implementing this intervention. Describe how these agencies and programs will facilitate the attainment of your hoped-for-outcomes and strengthen cultural integrity.
- C. Design an evaluation plan that will be used to determine the success of your intervention strategy, including those aspects of the plan that address cultural integrity. Describe the research tools most appropriate to this evaluation (and to the cultural background of your client) and discuss how these tools will be applied. Identify your criteria for success and how you will utilize the results of this assessment to further client goals and to improve your intervention and assessment skills. (Consult with your site supervisor, the field director, and your research instructor for ideas about the design, implementation and assessment of your intervention plan.) [Discussion draft due week 6]
- D. Design a macro approach to addressing the problems experienced by clients in your internship agency. Identify current social policies and programs that impact the client groups served by your internship agency. Discuss those policies that are beneficial and those that require change or new development. Outline a community organization or social action strategy aimed at changing inadequate or harmful policy and/or instituting beneficial policy aimed at promoting social and economic justice for above client and/or client groups served by your internship agency. Identify your goals and possible activities implementing this strategy. [Discussion draft due week 7]
- E. Critique your interviewing and practice skills used in this intervention. What skills are you most comfortable with and what skills need further development? Discuss those aspects of the intervention you found most helpful and why they were helpful? Discuss aspects of the intervention that were most difficult or unproductive and why they were difficult? Discuss the similarities and differences in behaviors and values noted between you and the client. How did these similarities and differences influence the progress of the interviews and the development of your intervention plan? Discuss the information you failed to get that would have been helpful in developing your intervention plan. What could you have done (or would do next time) to obtain the needed information and increase the overall productivity of the interview. [Discussion draft due week 8]

The final draft of the completed assignment is due the last week of class, week 10.

Using Assessment as a Peer Teaching Tool

In order to **maximize the learning potential of these assignments**, students are required to complete drafts on portions of the assignment during the quarter, and to bring these drafts to class for discussion with other students. These discussions can occur in pairs, small groups, and/or the entire class. If pairs or small groups are used for discussion, a brief report on the ideas discussed in the pairs/small groups is expected to ensure the entire class has the benefit of the ideas generated. Students also may read one another's drafts in class and give feedback (written and oral) on additional ideas to include in drafts. Instructor also gives feedback to the ideas generated in pairs and small group discussion, shares experiences where appropriate, encourages further discussion, elaborates on useful ideas, and clarifies the assignment when needed. Students are required to hand in working drafts at the end of the class for the instructor to review. Drafts will be returned the following class.