

Internship III Course Syllabus

COURSE INFORMATION

Number: SCWK 402
Credits: 5
Pre-requisite: SCWK 401, Internship I
Co-requisite: SCWK 417, Research Practicum II
Quarter offered: Spring

INSTRUCTOR INFORMATION

Instructor: Virgil Brave Rock
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Office hours: As posted

COURSE DESCRIPTION

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

Internship III is the final course 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 evaluation including assessment of social work practice competencies identified in Learning Agreement.

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.

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; Professional standards and social justice assignment; 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; by discussion with the Field Education Director in weekly meeting; quarterly evaluation of student problem-solving skills as identified in Learning Agreement.

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; 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; Professional Standards and Social Justice Assignment; e-mails to Field Education Director; quarterly evaluation of intervention skills as identified in 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 each quarter related to serving children at risk and/or Native American families and/or other vulnerable population; Organizational Description Report II; 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; 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. Organizational Description Report II. The purpose of the report is to deepen student intern understanding of the structure and function of their internship agency, focusing on networking, macro activities, and assessment. Students will also reflect on agency strengths, ways to promote collaboration, improve program assessment, and further professional goals. Completion of this assignment will also assist in the development of the Internship Evaluation. See assignment attachment for details. Due week 8.
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. Professional Standards and Social Justice Assignment: Develop a two-to three-page paper describing the way in which social work ethical standards, agency policy, and worker activity promote economic and social justice for clients in your internship agency. Identify what could be done in collaboration with other agencies to further this goal. Due Week 6.
6. Final Internship Evaluation:
Complete a two-part evaluation of the internship experience. This is the final internship evaluation and covers the entire experience including the internship seminar and class assignments, as well as field assignments. Include an assessment of the course focused on the most helpful aspects of the internship experience and comment on what could be done to make the internship more useful and relevant for your professional development and for students entering the internship program next year. Due Week 9
7. 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. Organizational Description Report II	100
4. Review of professional seminars and/or meetings	50
5. Agency List	20
6. Problem-solving Paper	20
7. Professional Standards and Social Justice Assignment	20
8. Internship Evaluation	50
9. 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 spring quarter
- Review learning objectives and activities for spring quarter
- Begin weekly e-mail journaling
- Begin spring quarter internship
- Begin spring quarter weekly supervision
- Submit weekly time sheet

Week 2 *Review of internship organizational structure.*

- Review Organizational Description Report II (Due week 9)
- Complete Learning Agreement objectives and related activities
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 3 *Professional commitment to social work ethical standards*

- National Association of Social Workers (NASW) Montana Chapter presentation.
- Identify ethical issues faced by internship social workers and discuss how the NASW Code of Ethics and internship agency ethical code influenced (or did not) influence the way in which these issues are addressed. Submit via e-mail.
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 4 *Ethical issues in internship placement*

- Review Professional Standards and Social Justice Assignment (due week 6)
- This assignment explores the relationship between ethical standards, agency policy and social and economic justice, including suggestions on what professionals can do to further this goal.
- Discussion of ethical issues related to internship and how professionals deal with these issues through guidance of NASW Code of Ethics
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 5 *Promoting economic and social justice through social policies and agencies standards.*

- Discuss how social policies affect the delivery of services in your internship agency. In what ways do these policies promote (or deter) economic and social justice for agency clients.
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 6 *Continue discussion on ethical obligations, social policy, internship agency policy and social justice.*

- Submit Profession Standards and Social Justice Assignment

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

Week 7: *Assessing student intern social work knowledge.*

- Area of Concentration Achievement Test (ACAT). All seniors must participate. 12:00–2:30 pm.
- Submit weekly e-mail journal
- Submit weekly time sheet

Week 8 *Discussion of agency problems*

- Discuss internship problems and solutions
- Problem-solving Paper due week 10:
- Submit Organizational Description Report II
- Submit Final Internship Evaluation
- Submit weekly time sheet
- Submit weekly e-mail journal

Week 9 *Review of student learning from internship experience*

- Discuss internship learning experience
- Submit weekly time sheet
- Submit weekly e-mail journal

Week 10 *Finish review of student learning. CELEBRATE!*

- Submit Problem-solving paper
- Submit final time-sheet
- Submit internship student evaluation

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.

Organizational Description Report II

Due Week 8

The purpose of the report is to deepen student intern's understanding of the structure and function of their internship agency, focusing on networking, macro activities, and assessment. Students will also reflect on agency strengths, ways to promote collaboration, improve program assessment, and further professional goals. Completion of this assignment will also assist in the development of the Internship Evaluation.

Networking:

1. What agencies, programs, and individuals (outside the agency) do the internships staff most frequently interact with and what are the topics/concerns most frequently discussed?
2. How are decisions made and cooperation obtained through these external agency contacts?
3. What are past and current projects undertaken as a result of agency collaboration?
4. What are the greatest successes the agency has obtained through networking?
5. How might the agency maximize this interagency collaboration?

Macro Influences:

1. What are the most significant social policies (and tribal policies) that impact the operation of and services provided by the internship agency?
2. What are the current and past legislative issues that are of primary interest to the agency staff and clients?
3. How are agency staff and clients involved in promoting desired social policies and legislation?
4. What could be done to promote these policies through social action and agency/community collaboration?

Assessment:

1. How does the agency measure success? What are the criteria for success? What measurement tools are used and how frequently is this task undertaken?
2. How does the agency determine client and client family satisfaction with services?
3. What are the results of agency success measurements and how have these results influenced services and programs offered.
4. What could be done to more effectively assess agency success?
5. How does the agency staff view the program reputation in the community and among professionals? How does this match with your perceptions. Describe any activity undertaken to improve public relations and success of these activities?

Impressions and Reactions:

1. Describe what you believe are the primary strengths of the internship agency and why?
2. What might the agency staff do to better meet the goals of the agency?

3. What might the agency staff do to further collaboration with other agencies and the community?
4. How might the agency staff more effectively promote desired social policy and legislation?
5. What internship assignments did you find most satisfying and productive and why?
6. What internship assignments did you find unproductive and difficult and why?
7. If you could redo your internship in this agency to maximize your learning experience, what would you do?
8. How do you intend to use the internship experience to further your goals as a professional social worker?

And finally, what are the best ways you can show your appreciation to your site supervisor and agency staff for their assistance in your professional growth?