

## **Internship III Course Syllabus**

### **COURSE INFORMATION**

Number: SCWK 402  
Credits: 5  
Pre-requisite: SCWK 401, Internship II  
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 cultural competency. 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:

1. Apply generalist social work knowledge and skills to practice situations. (PO #7)  
*Measured by: Evaluation of social work practice competencies as identified in the Learning Agreement and completion of Cultural Competency Assignment.*
2. Demonstrate both personal and professional growth through effective use of agency supervision and consultation with other professionals. (PO #13)  
*Measured by: Field supervisory meetings, discussions with Field Education Director, and Learning Agreement evaluation.*

3. Identify service delivery systems, social service agencies, and professionals who provide services to Native American, at-risk children, and other vulnerable populations and demonstrate the ability to develop collaborative working relationship with these agencies and professionals. (PO #7)

Critical Thinking Objectives (PO #1)

4. Apply NASW values and ethics to practice situations. (PO #2)

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

5. Demonstrate the use of problem-solving skills through the application of research knowledge to evaluate the effectiveness of individual practice and service delivery programs. (PO #7 and PO #11)

*Measured by: Final Internship Evaluation; discussion with the Field Education Director in weekly meeting; evaluation skills identified in Learning Agreement; and the Cultural Competency Assignment.*

Cultural Awareness Objectives (PO #15)

6. Demonstrate effective written and verbal communication skills with diverse populations on a range of issues, including culture, gender, age, religion, ethnicity, disability, sexual orientation, and national/ethnic origin. (PO #12)

*Measured by: Discussions on diverse populations with Field Education Director; cultural competency assignment; evaluation of practice with diverse client in Learning Agreement.*

7. Intervene with organizations and communities and apply strategies of advocacy and social change to advance social and economic justice for diverse populations and to empower individual clients to access and use community resources. (PO #3 and PO #5)

*Measured by: Discussions with Field Education Director; Internship Evaluation; cultural competency assignment; evaluation of intervention skills as identified in the Learning Agreement.*

8. Apply knowledge of social policies impacting Native Americans and other vulnerable populations and the skills used to influence these policies. (PO#9)

*Measured by: Report on professional meeting or training; cultural competency assignment; and evaluation of intervention skills 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 Course Syllabus and 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 will be evaluated, the final learning experience will be discussed and any needed adjustments made.

### **Assignments**

1. 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.
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. 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.
4. Cultural Competency Assignment: Students revise, refine, and polish the drafts completed for this assignment in Internship II. The assignment focuses on the development, implementation, and evaluation of an intervention plan that incorporates the preservation and promotion of cultural integrity. Due week 8.
5. 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 a written evaluation of the course(s) 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 10

## **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	50
3. Final Cultural Competency Assignment Part II	100
4. Review of professional seminars and/or meetings	20
5. Agency List	20
6. Final Internship Evaluation	50
7. Internship Evaluation	20
8. Weekly E-mail Journal	40

### **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:** *Part D: Macro Practice: Identifying social policies and programs impacting internship clients.*

- Discuss in class and in e-mail:
  - Specific social programs/policies relevant to Intervention
  - Policies that are beneficial to client and those that need change/development
  - Identify a community organization/social policy action strategy developed to bring about positive change and promotes social and economic justice

- Describe your planned strategies to accomplish organizational change (Rough Draft due week 5)
- Review the syllabus and assignments for spring quarter
- Review learning objectives and activities for spring quarter
- Begin weekly e-mail journaling
- Begin spring quarter weekly supervision
- Submit weekly time sheet

**Week 2:** *Part E: Critique of interviewing and practice skills uses in intervention strategy*

- Discuss in class and in e-mail the following:
  - Describe interviewing skills used to intervention
  - Describe your strong skills and those that need improvement
  - Describe what aspects of the intervention most helpful
  - Describe the similarities and differences between client and interviewer identified and discussed; influences on interviews and intervention plan development
  - Describe use of supervision/consultation in intervention plan development discussed; suggestions for more effective use of resources (Rough Draft due week 5)
- Complete Learning Agreement objectives and related activities
- Submit weekly e-mail journal
- Submit weekly time sheet

**Week 3:** *Social action strategy/community organization aimed at changing or instituting policy for promoting social justice*

- Discuss in class and in e-mail:
  - Review Professional Standards and Social Justice Assignment
  - 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. (Due week 6)
- Submit weekly e-mail journal
- Submit weekly time sheet

**Week 4:** *Effectiveness of research design*

- Discuss in class and in e-mail the following:
  - Describe the evaluation plan you have chosen
  - Identify those aspects of the plan which address cultural integrity
  - Discussion on Intervention tools used, their effectiveness and appropriateness
- Submit weekly e-mail journal
- Submit weekly time sheet

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

- Macro Practice rough draft due. (Final Macro paper due week 9)
- Critique of interviewing rough draft due (Final paper due week 9)
- Submit mid term evaluation
- Submit weekly e-mail journal
- Submit weekly time sheet

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

- Discuss in class and in e-mail the following:
  - Use of consultation with supervisor to accomplish development/implementation of intervention plan
  - Benefits/weaknesses of intervention aspects discussed; suggestions for improvement of intervention (draft paper due week 8)
- 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/ Final written report due week 9.
- Submit discussion draft on part E of Cultural Competency Assignment (practice skill evaluation) due. Final written report due week 9.
- Submit weekly time sheet
- Submit weekly e-mail journal

**Week 9:**

- Final Macro Intervention paper due
- Final Critique paper due
- Submit Final Cultural Competency Assignment Part II
- Submit weekly time sheet
- Submit weekly e-mail journal

**Week 10:** *Finish review of student learning*

- Submit final time-sheet
- Submit internship student evaluation

Last week to submit spring quarter assignments.

***CELEBRATE!***

## **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 III

The goal of this assignment is to demonstrate your knowledge of cultural diversity and to apply critical thinking skills to the development, implementation, and evaluation of an intervention plan that incorporates the preservation of cultural integrity. (PO#1)

Section **D** requires a macro strategy designed to impact policy and community programs. Section **E** includes a self-critique of practice skills focused on your ability to obtain desired cultural information and to develop, implement, and evaluate a culturally focused intervention strategy.

Note: All SKC BSW program objectives (PO) are addressed in this assignment.

### Cultural Competency Assignment: Part III

**D.** Design a macro approach to addressing the issue discussed above, if not included in the intervention described above. Identify current social programs and policies that affect the client groups served by your agency. (PO #9) 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 designed to promote social and economic justice for the above client or client groups served by your internship agency. (PO #5) Identify your goals and possible activities implementing this strategy. Include a discussion on how you would seek organizational change to improve the services provides by your internship agency. (PO #14)

**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 needed information and increase the overall productivity of the interviews and the success of your intervention plan? Discuss how your use of supervision and consultation with others influenced the development and implementation of your intervention plan and how you could have used these resources more effectively. (PO #11) (PO #13)

This assignment must demonstrate professional writing skills. (PO #12)

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. 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 will give feedback to the ideas generated in class, 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.

**NOTE:** The departmental Writing Specialist is available to assist with completion of working drafts on this assignment and the final paper. Contact her for assistance.

### Culturally Competent Assignment Rubric

	<b>Good</b>	<b>Basic</b>	<b>Unacceptable</b>
<b>Macro approach/policy changes – 50 points possible</b>	Specific social programs/policies relevant to issue identified clearly	Social programs/policies relevant to issue identified generally	No social programs or policies relevant to issue identified
	Effectiveness of social programs and significant changes are thoroughly discussed (e.g., examples of benefits and required changes provided)	Effectiveness of social programs including benefits and required changes are generally discussed	No discussion of effectiveness of social programs/policies relevant to issue
	Social action strategy/community organization aimed at changing or instituting policy for promoting justice described in detail	Social action strategy/community organization aimed at changing or instituting policy for promoting justice described generally	No community organization or social action strategy described
	Goals/activities for implementing strategy identified; organizational change to improve services discussed	Goals/activities for implementing strategy identified	No goals or activities identified for strategy
<b>Self critique of practice – 50 points possible</b>	Examination of interviewing/practice skills includes suggestions for improvement	Interviewing/practice skills critiqued	No interviewing/ practice skills discussed
	Benefits/weaknesses of intervention aspects discussed; suggestions for improvement of intervention discussed	Benefits/weaknesses of intervention aspects discussed	Benefits/weaknesses of aspects of intervention are not discussed
	Similarities and differences between client and interviewer identified and discussed; influences on interviews and intervention plan development discussed	Similarities and differences between client and interviewer identified and discussed	Similarities and differences between client and interviewer not identified
	Use of supervision/consultation in intervention plan development discussed; suggestions for more effective use of resources discussed	Use of supervision/consultation in intervention plan development discussed	Supervision/consultation not used in intervention plan development