Pre-Practicum

SWK 346

Fall 2011

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Course Description:
Field Practicum is the signature pedagogy of the social work learning experience and is the “central form of instruction that socializes the learner to the role of practitioner “(Shulman, 2005). Socializing social work students to the field experience and integrating course knowledge in a practice setting is the goal of pre-practicum. Under the supervision of a social worker the students explores the ethical and theoretical base from which generalist social workers practice. This course is taken concurrently with SWK 345 Practice 1 with individuals and families.

Materials


http://www.socialworker.com/websites.htm

http://www.naswma.org/displaycommon.cfm?an=1&subarticlenbr=51#Resources


Program mission
Informed by Ignatian ideals, a global perspective, social work knowledge, values, skills, ethics, history and purpose, the Department of Social Work is dedicated to the formation of competent, effective entry level generalist social work practitioners, as social change agents committed to the well-being of self and others, engaging in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of social work knowledge including the mutual influence of research and social work practice.

Goals of the Social Work Program---Students will be able to:

1. Prepare undergraduate generalist social work practitioners grounded in evidence-informed practice, to work with individuals, families, groups, organizations and communities including an understanding and applicability of the global perspective for practice.


3. Prepare social work leaders committed to advancing social and economic justice and human rights along with reducing social and economic inequities in society.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behavior</th>
<th>Course Objectives—Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker</td>
<td>√ Personal reflection and self-correction for professional development</td>
<td>Advocate for client access to the services of social work. Practice personal reflection and professional development. Identify their primary social work role in practicum and identify if there is role confusion in practicum. Demonstrate professional demeanor. Dialogue with field practicum supervision when there are questions or concerns.</td>
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<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>√ Make ethical decisions by applying standards of NASW Code of Ethics</td>
<td>Identify the intersection and areas of conflict in personal values, Ignatian values and professional social work values.</td>
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<tr>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>√ Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Identify issues of diversity in practice and inquire about services for diverse client populations. Become aware of personal biases.</td>
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<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>√ Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>Demonstrates awareness of systems perspective and ecological perspectives as they pertain to the agency and client population. Demonstrate awareness of development and life-span issues with clients.</td>
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<td>2.10</td>
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<tr>
<td>a. Engagement</td>
<td>√ Use empathy and other interpersonal skills</td>
<td>Demonstrates empathy both verbally and non-verbally with client/s Interviews client/clients under supervision Uses active listening skills with client/s</td>
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<tr>
<td>b. Assessment</td>
<td>√ Assess client strengths and limitations</td>
<td>Completes an intake assessment and suggests appropriate interventions.</td>
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<tr>
<td>c. Intervention</td>
<td>√ Initiate actions to achieve organizational goals √ Help clients resolve problems</td>
<td>Becomes aware of resources to serve client/s</td>
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Criteria for evaluation:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
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<tr>
<td>A= 100-93%</td>
<td>Performance is outstanding achievement at the level of practice. The student makes them self available for learning opportunities. Assignments are well written. The student demonstrates a professional demeanor and behaviors. The student is inquisitive and eager. Demonstrates self-awareness about the issues that influence practice.</td>
<td></td>
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<tr>
<td>B+= 92-87%</td>
<td>Performance at this level is strong. Assignments are handed in on time and have substantial content. The student is inquisitive. Demonstrates personal self-awareness that influences practice.</td>
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<tr>
<td>B= 86-77%</td>
<td>Performance is competent, student is generally consistent a can be expected to improve with continued experience and supervision. The student demonstrates a beginning level of professional demeanor and behaviors. Some participation The student is open to investigating personal self-awareness that influences practice.</td>
<td></td>
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<tr>
<td>C+= 76-73%</td>
<td>Performance is adequate with some unevenness and limitations observed; student needs to continue to work in this area. The student is limited in participation and does not ask questions in supervision. The student responds to feedback.</td>
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<tr>
<td>C= 72-67%</td>
<td>Performance is minimally acceptable; problems are evident and the student’s professional demeanor and behaviors are questionable. The student is not attentive or prepared for supervision. Assignments are late with minimal quality. Has limited understanding of personal self-awareness and how it influences practice.</td>
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<tr>
<td>D Below 72%</td>
<td>Performance unsatisfactory; definite problems exist in this area. Students may not move forward in the program with below a 72% in any social work course. As per department policy students may be required to take a third practicum to improve this grade. Students are continually late with their assignments. The work is of poor quality. There is little participation in class and students do not demonstrate professional demeanor. Demonstrates little self-awareness and how it influences practice.</td>
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Responsibilities:

**Student:**
- To read the Field Practicum Manual
- Attend pre-practicum orientation
- Maintain and be able to produce a record of days, hours and the name of your supervisor for each day of pre-practicum
- To provide supervisor with a schedule
- To notify the supervisor if you are unable to attend practicum
- To maintain a copy of all forms and evaluations for pre-practicum
- To notify the Field Practicum Coordinator of any issues or concerns regarding pre-practicum
- Notify Field Practicum Coordinator immediately if a long-term issue, illness and/or anything that will impede your ability to meet course expectations

**Agency Instructor:**
- To review the pre-practicum evaluation
- To provide the student with appropriate assignments
- To prepare for midterm and final grading by reviewing the student comments and student self-evaluation
- To complete the midterm and final evaluation of students
To notify the Field Practicum Coordinator of any issues or concerns regarding pre-practicum
To maintain a copy of all forms and evaluations for pre-practicum
E-mail the completed midterm and final evaluation from field instructor’s e-mail to the Social Work Administrative Assistant pyenko@creighton.edu

Field Practicum Coordinator:
Schedule an orientation to pre-practicum at the agency setting
To prepare all evaluation instruments
To review all evaluations of the student in pre-practicum
To review the evaluations and prepare a grade for pre-practicum
To address concerns reported by the student, field instructor or course instructor for SWK 345

Course Schedule:

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<th>Date</th>
<th>Event</th>
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<tr>
<td>September 6th</td>
<td>Pre-practicum orientation</td>
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<tr>
<td>CUMC</td>
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<tr>
<td>October 25- 3:00</td>
<td>Review of strengths and challenges</td>
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<td>Classroom CH432</td>
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<tr>
<td>December 6- 3:00</td>
<td>Review competencies and practicum opportunities</td>
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<tr>
<td>Classroom CH432</td>
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Bibliography


Rose, N. E. Work relief in the 1930s’ and the origins of the social security act. Social


