

Intermediate S555 Practicum

Learning Activities and Products Guide

We recognize that each practicum agency and student learning needs vary. However, we have pulled together these suggested learning activities and related products to help field instructors and students complete the first phase of the individualized Learning Evaluation Tool (LET). This list is intended to serve as a guide and is not inclusive of all possible learning activities and products that might meet the practicum evaluation requirements. If there is a learning opportunity at your site that does not match the list provided, please insert it into the LET. *To the extent possible, we have matched some of the products with those required in the field seminars. In this way, both liaisons and field instructors can evaluate student mastery of the practice behaviors with similar products helping students avoid duplication of effort and spend more time in practice.*

Suggested Learning Tasks/Activities

Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly

Practice Behavior 1: Exhibit professional demeanor in behavior, appearance, communication, role delineation, and adherence to professional boundaries.

- Interview field instructor and agency practitioners to discuss professional demeanor in behavior, appearance, communication, roles and boundaries as these relate to the agency. Product = student log and supervisory agenda
- Product = Field Instructor observation notes of student's behavior, appearance, communication, and ability to delineate his/her role and adhere to professional boundaries.

Practice Behavior 2: Practice personal reflection and self-correction to assure continual professional development.

- Reflect on daily practice and incorporate specific adaptations or corrections as noted by self, field instructor, or peers. Product = student log and supervisory agenda.

Practice Behavior 3: Seek and integrate feedback from multiple sources, including supervisors, consultants and peers.

- Prepare weekly supervisory agenda to elicit feedback on ongoing activities in the agency. Product = supervisory agenda
- Discuss ongoing activities and client interactions with supervisors, consultants, and peers to receive and integrate feedback. Product = student log.

Competency 2: Apply Social Work Ethical Principles to Guide Professional Practice

Practice Behavior 1: Recognize and manage personal values in a way that allows professional values to guide practice.

- Identify personal values as they relate to social work professional values and discuss in supervision. Product= supervisory agenda, student log.

Practice Behavior 2: Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers / International Association of Schools of Social Work Ethics in Social Work, Statement Principles.

- **Utilize the DEAL or ETHIC model to address observed or potential ethical dilemmas. Product = ethical dilemma reflection paper presented in field seminar.**

Practice Behavior 3: Tolerate ambiguity in resolving ethical conflicts.

- Determine best practices after analysis of ethical dilemma to a client situation, noting management of ambiguity in the resolution of this dilemma. Product = student log and supervisory agenda. **May also be part of the ethical**

dilemma reflection paper presented in field seminar.

Practice Behavior 4: Apply strategies of ethical reasoning to arrive at principled decisions.

- **Utilize the DEAL or ETHIC model to address strategies of ethical reasoning. Product = ethical dilemma reflection paper presented in field seminar; supervisory agenda.**

Competency 3: Apply Critical Thinking to Inform and Communicate Professional Judgments

Practice Behavior 1: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

- Examine the sources of knowledge used in the agency through interviews with field instructor and agency practitioners, distinguishing those that are research-based, practice wisdom or other. Product = Student log and supervisory agenda.

Practice Behavior 2: Analyze models of assessment, prevention, intervention, and evaluation utilizing multiple perspectives and theories, inclusive of strengths, empowerment, life-span, ecological/systems, critical social, and cognitive/behavioral.

- Interview agency practitioners regarding the models of assessment, prevention, intervention and evaluation used in the agency and compare them to those learned in S513, S514, S516 and S517. Product = student log

Practice Behavior 3: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues utilizing the intellectual standards of critical thinking (Paul & Elder, 2006).

- Document work with clients, colleagues, and others utilizing Paul & Elder's standards. Product = student log.
- Product = Field Instructor observation of student's oral and written communication with clients' cases and with agency personnel.

Competency 4: Engage Diversity and Difference in Practice

Practice Behavior 1: Assess the extent to which a culture's values and structures of power and privilege may use diversity and difference to oppress, marginalize or alienate client populations.

- Explore (through interviews, in-service trainings, or client contact) the genesis of systemic influences and the ways in which they are maintained with regard to the practicum agency's client populations. Product = student log and supervisory agenda.

Practice Behavior 2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

- Reflect on personal biases and values as they relate to the agency's purposes or client populations. Product = student log and supervisory agenda
- Develop a plan for personal and professional growth to eliminate personal biases with respect to diverse client populations of the agency. Product= student log and supervisory agenda.

Practice Behavior 3: Recognize and communicate their understanding of the importance of difference in shaping life experiences.

- Discuss the importance of difference with the field instructor and agency practitioners with respect to the agency's client populations or agency personnel themselves. Product=student log and supervisory agenda.

Practice Behavior 4: Act as learners to engage diverse clients as informants to fully inform practice interventions.

- In the engagement and assessment processes, ask relevant questions of clients to determine cultural influences or other factors related to difference that might impact future interventions. Product = process recording, student log, and/or supervisory agenda.

Competency 6: Engage in Research-Informed Practice and Practice-Informed Research

Practice Behavior 1: Use research evidence to inform practice.

- Conduct a literature review on research-informed practices relevant to the practicum agency and its services. Product= student log and supervisory agenda.
- Observe the application of a research-informed practice model in the practicum agency. Product= student log and supervisory agenda.
- Use a research-informed method for engaging or assessing clients. Product= student log and supervisory agenda.

Competency 7: Apply Knowledge of Human Behavior and the Social Environment

Practice Behavior 1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation, inclusive of the neuro-bio-psycho-social-spiritual aspects.

- Identify the conceptual frameworks from S513, S514, S516 and S517 that will guide the processes of assessment, intervention, and evaluation with the practicum agency's client populations. Product = student log and supervisory agenda.

Practice Behavior 2: Critique and apply knowledge to understand person-in-environment at all levels of practice (micro, mezzo, & macro).

- Use client/case manager interaction to analyze, critique and apply knowledge to understand person- in-environment. Product = process recording.

Practice Behavior 3: Identify and apply HBSE knowledge (neuroscience, strengths and empowerment, ecological systems, critical social, cognitive, behavioral, resilience, crisis, grief & loss, attachment, developmental, small group, and family) for generalist practice in a specific situation.

- Apply HBSE knowledge from S513 to a specific client case. Product = process recording demonstrating what knowledge is used and how it supports student's work with the client.
- **Seminar Product = DEAL Structured Critical Reflection Paper Emphasizing the Integration of HBSE Theories with Practice**

Competency 8: Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services

Practice Behavior 1: Analyze, formulate, and advocate for policies that advance the agency's mission to improve the social well-being of its clients.

- Present an analysis (including recommendations) of how the agency's mission, structure, organizational policies, and specific policies from the agency's immediate context advance the well-being of its clients. Product = Reflection paper and presentation in the agency or presented to the field instructor as part of the supervisory agenda (corresponds to same product required in the field seminar).
- **Seminar Product = DEAL Structured Critical Reflection Emphasizing Organizational Structure and Policies**

Competency 10: Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations, and Communities

Competency 10-a: Engagement

Practice Behavior 1: Substantively and affectively prepare for initial contacts with clients who are individuals, families, groups, organizations, or communities.

- Review relevant client information prior to engagement. Product = student log, discussing how this process impacts engagement.
- Discuss or do personal reflection regarding any factors that may influence client engagement. Product = student log or supervisory agenda.

Practice Behavior 2: Use empathy and other interpersonal skills.

- Arrange for observation by field instructor related to engagement strategies and interpersonal skills used by student. Product = written feedback and suggestions for improvement.

Practice Behavior 3: Develop a mutually agreed-on focus of work and desired outcomes with clients (whether individuals, families, groups, organizations, or communities).

- Outline session goals. Product = case notes or process recording.

Competency 10-b: Assessment

Practice Behavior 1: Identify assessment tools appropriate to the client system (individual, family, group, organization, or community).

- Review agency assessment tools and client data to be collected. Product = student log and supervisory agenda.

Practice Behavior 2: For individuals, assess client strengths and limitations for a neuro-bio-psycho-social-spiritual assessment utilizing the DSM-IV-TR and other modes of individual assessment for the purpose of treatment planning, intervention, and evaluation.

- Use neuro-bio-psycho-social-spiritual assessment techniques or other appropriate assessment method used in the agency to analyze client strengths and limitations. Product = written assessment.
- **Seminar Product = Client Assessment Emphasizing Strengths as a Resource**

Practice Behavior 3: For families, groups, organizations, or communities, assess strengths and limitations for implementing selected assessment tools for the purpose of planning, intervention, and evaluation.

- Use an appropriate assessment method to analyze strengths and limitations. Product = written assessment.
- **Seminar Product = Client Assessment Emphasizing Strengths as a Resource**

Practice Behavior 4: Provide a rationale for appropriate intervention strategies based on assessment and subsequent diagnosis or problem identification.

- Discuss findings from the assessment and make recommendations for intervention. Product = student log and supervisory agenda.