

Instructor/TA Info

Instructor Information

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Course Information

Description

This course is the second of a two semester (600 hour) internship in a social service agency. Students will be provided Agency Field Instructors within their assigned practicum agencies and will establish, with the help of their Agency Field Instructors within their assigned practicum agencies, the days and times each week they will be expected to complete their practicum hours. It is required that the in-agency Field Instructor meet with students for one hour of individual supervision each week and at other times as needed.

As a companion class to Soc W 655R, students will be enrolled in Soc W 615R. During this course students will meet in integrative field seminars as a group on a weekly basis with a faculty member to discuss the integration of class material and case situations encountered in the agency setting.

Materials

Item	Price (new)	Price (used)
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Grading Scale

Grades	Percent
A	97%
A-	94%
B+	89%
B	85%
B-	81%
C+	77%
C	73%
C-	70%
D+	67%
D	63%

D-	60%
E	0%

Learning Outcomes

Educational Policy 2.1.8 -- Policy Practice

Advanced Practitioners:

- a. communicate to stakeholders the implication of policies and policy change in the lives of clients;
- b. use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and
- c. advocate with and inform administrators and legislators to influence policies that impact clients and service.

Educational Policy 2.1.9 -- Context Response

Advanced Practitioners:

- a. assess the quality of clients' interactions within their social contexts, specifically families;
- b. develop intervention plans to accomplish systemic change; and
- c. work collaboratively with others to effect systemic change that is sustainable.

Educational Policy 2.1.10(a) -- Engagement

Advanced Practitioners:

- a. develop a culturally responsive therapeutic relationship;
- b. attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
- c. establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Educational Policy 2.1.10(b) -- Assessment

Advanced Practitioners:

- a. assess clients' readiness for change;
- b. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
- c. select and modify appropriate intervention strategies based on continuous clinical assessment.

Educational Policy 2.1.10(c) -- Intervention

Advanced Practitioners:

- a. critically evaluate, select, and apply best practices and evidence-based interventions;
- b. demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and
- c. collaborate with other professionals to coordinate treatment interventions.

Educational Policy 2.1.10(d) -- Evaluation

Advanced Practitioners:

- a. contribute to the theoretical knowledge base of the social work profession through practice-based research; and
- b. use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

Grading Policy

This course, 655R, is part two of a two part sequence, the other part having been taken Fall Semester. Grading for Winter Semester in 655R is a letter grade. The Director of Field Education will determine exceptions to this policy as deemed appropriate (pass/fail). SocW 615R must be taken concurrently with SocW655R. See Grading Scale and Assignments sections for specifics.

Attendance Policy

Students need to complete 600 internship hours of SocW 655R during the course of Fall and Winter Semesters. It is expected that students will meet with their Field Instructor, arrange a mutually agreed upon schedule, and that the student will follow this schedule. The student will appropriately plan his/her internship hours to cover the entire semester, up to and including the last day of the semester. Early completion of internship hours (prior to the last day of the semester), is not professionally appropriate or acceptable. Early completion of internship hours (prior to the last day of the semester) will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

Assignments

Assignment Description

December Internship Log

Jan
05

Due: Tuesday, Jan 05 at 11:00 pm

Complete December time and reflection log.

Fall points

Jan
05

Due: Tuesday, Jan 05 at 11:00 pm

Points earned Fall semester, 2015.

Learning Agreement Due---Field Instructor Signature

Feb
05

Due: Friday, Feb 05 at 11:00 pm

Learning Agreement Due--- Student Signature

Feb
05

Due: Friday, Feb 05 at 11:00 pm

January Internship Log

Feb
05

Due: Friday, Feb 05 at 11:00 pm

complete January time and reflection log.

Internship Completion Plan

Feb
05

Due: Friday, Feb 05 at 11:00 pm

After discussing and outlining your internship schedule with your Field Instructor, please document your plan to complete your internship hours within the specified time frame by noting the dates/days and hours in which you will be completing your required internship hours.

The following information needs to be included in your Internship Completion Plan:

1. Your Name
2. Your Internship Placement
3. Your Field Instructor
4. Dates/Days you will be in your internship
5. Number of internship hours each day
6. Total monthly internship hours to be completed
7. Total semester internship hours to be completed
8. Total internship hours to be completed in the assigned internship placement

The calendar format found under the content section of this Learning Suite syllabus is provided as one example of how you could organize and document your internship hours. You do not need to use this specific format. You can use any format of your choosing, as long as all of the above information is included in your Internship Completion Plan.

It is expected that students will complete as many of their required internship hours (500 Sp/Sum and 600 F/W) as possible in "In-Agency" activities and in-person contact with clients and constituencies. In those few agencies where students are limited to a reduced number of hours/week due to agency policies and procedures (for example, ACA guidelines), students are allowed to complete a **minimal** number of hours in approved "Out-of-Agency" activities. (Sp/Sum maximum of 5 hours/week, F/W maximum of 1 hour/week.) See the Monthly Internship Reflection and Time Log form for examples of approvable "Out-of-Agency" internship activities. "Out-of Agency" internship activities and hours need to be noted, specified, submitted and approved on the Internship Completion Plan.

MINOR changes to the Internship Completion Plan are acceptable, as approved by your Field Instructor, providing you are able to complete your required hours within the specified time frame. Your submission of the Internship Completion Plan via Learning Suite is an acknowledgement that you have discussed your Internship Completion Plan with your Field Instructor and that s/he approves such.

Students are to submit their Internship Completion Plan via Learning Suite.

Late submissions will be deducted 5 points.

Safety Training Review

Feb
05

Due: Friday, Feb 05 at 11:59 pm

Students will review with their individual in-agency field instructors the Safety Training checklist found under the Learning Suite content tab.

Students will then submit, via learning suite, a statement verifying they reviewed the Safety Training checklist with their FI prior to February 5th. Students will receive 10 points for completing the assignment. Students will receive 0 points if they do not submit verification of completing the assignment by February 5th.

February Internship Log

Mar
05

Due: Saturday, Mar 05 at 11:00 pm

Complete February time and reflection log.

March Internship Log

Apr
05

Due: Tuesday, Apr 05 at 11:00 pm

Complete March time and reflection log.

Final Evaluation---Field Instructor Signature Due

Apr
12

Due: Tuesday, Apr 12 at 11:00 pm

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from "competency not attained" to "expert skills and competency" as follows:

Competency Assessment:

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-	" Competency Not Attained (0) " – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
-	" Introductory Skills and Competency (1) " – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
-	" Moderate Skills and Competency (2) " – With routine (weekly) supervision, the student's practice behaviors and skills in this area are becoming more integrated into their social work practice.
-	" Advanced Skills and Competency (3) " –The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
-	" Expert Skills and Competency (4) " – The worker consistently practices as an independent, mature, experienced social worker. Mastery of behaviors and skills has been demonstrated, and the worker is sufficiently able to teach others. Practice skills are more comparable to professional colleagues than students.

The "Introductory Skills and Competency (1)" or "Moderate Skills and Competency (2)" rating is the expected rating for MSW students during any given semester. "Competency Not Attained (0)" denotes a field instructor's significant concern regarding the student's performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to

receive the “Advanced Skills and Competency (3)” rating. An “Expert Skills and Competency (4)” rating notes the skill level of recognized experts and instructors. It is highly unlikely that an MSW student will attain this level of competency during their MSW program.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students’ performance of each practice behavior, in the current field internship.**

Grading:

After completing the online evaluation form (via IPT) and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed with the field instructor before the final grade is recorded. The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to the student’s satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

Final Evaluation---Student Signature Due

Apr
12

Due: Tuesday, Apr 12 at 11:00 pm

The following evaluation of the student’s learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student’s evaluation of self as well as the field instructor’s evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from “competency not attained” to “expert skills and competency” as follows:

Competency Assessment:

-

-	“ Competency Not Attained (0) ” – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
-	“ Introductory Skills and Competency (1) ” – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
-	“ Moderate Skills and Competency (2) ” – With routine (weekly) supervision, the student’s practice behaviors and skills in this area are becoming more integrated into their social work practice.
-	“ Advanced Skills and Competency (3) ” –The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
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The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to the student’s satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

April Internship Log

Apr
15

Due: Friday, Apr 15 at 11:00 pm

Complete April time log only. (Narrative reflection questions do not need to be answered.)

Field Team Feedback

Apr
15

Due: Friday, Apr 15 at 11:59 pm

Field Team feedback includes: report of student's initiative, skill development and integration; proactive problem solving; critical thinking abilities; field feedback and communications; adherence to school and agency policies; professional behavior and interactions with agency and school personnel; etc. Field Team feedback constitutes 30% of the student's grade.

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 04 Monday	First Day of Winter Semester (01/04/2016 - 04/12/2016)	
T Jan 05 Tuesday	December Internship Log Fall points	
Week 5		

F Feb 05 Friday	Internship Completion Plan January Internship Log Learning Agreement Due--- Student Signature Learning Agreement Due---Field Instructor Signature Safety Training Review	
Week 9		
Sa Mar 05 Saturday	February Internship Log	
Week 14		
T Apr 05 Tuesday	March Internship Log	
Week 15		
T Apr 12 Tuesday	Last Day of Winter Semester (01/04/2016 - 04/12/2016) Final Evaluation---Field Instructor Signature Due Final Evaluation---Student Signature Due	
W Apr 13 Wednesday	First Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)	
Th Apr 14 Thursday	Last Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)	
F Apr 15 Friday	First Day of Winter Final Exams (04/15/2016 - 04/20/2016) April Internship Log	

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Completion of Internship Hours

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Early completion of internship hours (prior to the last day of the semester), is not professionally appropriate or acceptable. Early completion of internship hours (prior to the last day of the semester) will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees.

Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010