

Examples of Appropriate Learning Experiences for BSW Students

PLEASE NOTE: The following examples are meant to provide field instructors and students with some ideas of appropriate learning experiences for a BSW internship. This is not an extensive list, nor are field sites required to include everything listed. If you are unsure if a learning experience is appropriate, feel free to contact the field director or field liaison.

Examples of Student's Goals

- Practice engagement skills with clients/participants.
- Strengthen interviewing skills.
- Learn the policies of the agency and how they affect the client.
- Participate in community organizing strategies.
- Develop confidence around being a professional social worker.
- Understand how state and federal policies affect services to clients.
- Practice facilitating groups.
- Develop stronger group facilitation skills.
- Act in the role of advocate.
- Learn and successfully complete agency paperwork.
- Apply social work theories to practice.
- Experience working with _____ population (e.g. geriatric population, children, disabled, GLBTQ, etc.).
- Identify and provide appropriate resources and referrals to clients.
- Successfully complete intakes.

Examples of Practicum Objectives

1. *Students identify as a professional social worker and conduct oneself accordingly.*

Student will...

- participate in an agency orientation to learn about agency procedures, policies, safety, etc.
- meet weekly with Field Instructor to discuss practice. Student will be expected to come prepared to supervision meeting with questions or concerns
- keep a daily journal of reflections, questions, perceived ethical dilemmas, etc. Student will bring the journal to the weekly supervision meeting for discussion.
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- learn and understand the policies and procedures of the agency. Student will be expected to effectively work within the policies/procedures of the agency.
- follow through on all assigned work. Progress on assigned work will be discussed in the supervision meeting.
- arrive on-time, and be dressed in appropriate attire.
- keep track of and clearly communicate about required field internship paperwork.
- participate in discussions with field instructor regarding student evaluations.

2. *Students apply social work ethical principles to guide professional practice.*

Student will...

- behave in an ethical manner while in field.
- discuss the NASW Code of Ethics during supervision.
- discuss ethical dilemmas and explore possible solutions during supervision meetings.
- bring ethical concerns to supervision meeting for discussion.
- explore personal values, ethics and biases in journal reflections. These journal reflections will be discussed in supervision meetings.
- explore and evaluate (with the support of the field instructor) possible solutions to situations where the "correct" decision is unclear.

3. *Students apply critical thinking to inform and communicate professional judgments.*

Student will...

- learn, understand and implement the agency's planned change process.

- collect appropriate and relevant information during intakes. Student and Field Instructor will discuss examples of information that would be appropriate or inappropriate, relevant or not relevant.
- identify and implement personal learning goals. Student will keep a journal reflecting on personal learning goals and discuss with the Field Instructor during supervision meetings.
- will communicate needs to Field Instructor as they arise (e.g. additional support, interest in additional learning experiences, etc.)
- explore how social work theories can be applied to cases (e.g. strengths perspective, ecological approach, empowerment approach, systems theory, etc.). Student will present applications to Field Instructor during supervision meetings for discussion.

4. *Students engage diversity and difference in practice.*

Student will...

- have experience working with _____ diverse populations.
- further develop engagement skills needed when working with diverse populations.
- discuss strategies with field instructor for engaging diverse populations.
- demonstrate acceptance of difference.
- discuss personal values, biases and ethics in supervision meetings. Student will explore situations when working with individuals, families, communities or organizations with conflicting values.

5. *Students advance human rights and social and economic justice.*

Student will...

- learn about social issues and policies relevant to the work at the agency.
- discuss with Field Instructor how social policies can affect the client or community.
- explore alternatives to current social policies/social issues.
- act as an advocate for clients as needed.
- recognize and discuss the effects of individual and institutional discrimination and oppression.
- identify and explore ways of empowering marginalized or oppressed groups.
- explore, discuss and recognize human rights as it pertains to that population, community or agency.

6. *Students engage in research-informed practice and practice-informed research.*

Student will...

- complete a short literature review related to agency services and present findings to supervisor and or staff(as part of the SWK 470 class, the class taken concurrently with field, this is a required assignment)
- discuss with Field Instructor how services are evaluated at the agency.
- participate in the agency program evaluation process (assisting in data collection, participating in staff discussions, etc.)
- review previously submitted program evaluations and discuss in supervision meeting.
- attend staffings, department meetings and/or board meetings where data collection and/or program evaluation is discussed.
- attend trainings that teach evidence-based practice or best practice techniques.
- look up information on best practice related to client issues.
- conduct an assessment of program services and interventions (develop and distribute surveys, organize data, develop a report etc...)
- engage in pre-test/post-test evaluation to determine programs effectiveness.
- conduct a needs assessment. (individual, community or agency)

7. *Students apply knowledge of human behavior and the social environment.*

Student will...

- discuss (and possibly implement) social work theories/approaches/frameworks to cases (Bio-Psycho-Social assessments, Ecological Approach, Genograms, Strengths Perspective, Systems Theory, etc.) Supervision will be used for discussions that link developmental theory and agency assessment, intervention, evaluation. These discussions will be initiated by the student or supervisor.
- explore and discuss human development stages relevant to agency services during supervision meetings. Student will be expected to bring the Human Development textbook to the agency to use as a reference (if student still

owns text).

- observe staff and bring questions and observations to field instructor regarding the connections between ecological and strengths perspectives and work done at the agency
- distinguish biological, psychological, and social data for assessments used at the agency.

8. *Students engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

Student will...

- learn and successfully work within agency policies.
- participate in agency, staff and/or board meetings.
- learn and discuss relevant local, state and federal policies affecting the work and services provided by the agency.
- explore and discuss possible alternatives to existing policies (organizational, local, state or federal).
- understand and discuss how policies affect the individual, family or community.
- will explore possible strategies for policy change (and possibly participate in policy change actions).

9. *Students respond to contexts that shape practice.*

Student will...

- identify and discuss possible contextual influences on a case.
- apply the Ecological approach to a case (and develop an EcoMap).
- develop a genogram of a case.
- discuss how services can be affected by context (e.g. Political change, changes in technology, funding changes, etc.)
- discuss some changes in agency practice that are the result of greater demands for public accountability by outside accrediting or funding bodies.

10. *Students engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

Students will...

- practice engagement techniques with clients, participants and/or partners.
- Reflect (with field instructor) on engagement of clients, participants, staff, professionals and student peers.
- discuss strategies for developing positive and trusting working relationships with all they interact with.
- learn the social work interventions/models used at the agency and will practice applying social work theories/approaches to cases (strengths, empowerment, ecological, systems, etc.).
- recognize and discuss group process during supervision meetings. (Group process can include task or work groups at the agency and/or client groups if observed or led.)
- effectively facilitate groups. (Group facilitation can include facilitating a case discussion or a planning meeting.)
- effectively complete intakes (or assist in reviewing and observing the intake process.). Student will collect, organize, and practice documenting all relevant and needed information after orientation and demonstration by field instructor.
- identify and provide relevant resources and referrals as appropriate to work.
- will discuss with Field Instructor organizational theories as they relate to the agency.
- Student will discuss with the supervisor, organizational change and the processes influencing organizational change in the agency and community.
- participate in agency efforts to engage the community.
- self-reflect and evaluate personal practice and skills.
- clearly communicate agency and role requirements and processes to clients.
- complete home visits with another agency staff person present. During the home visits, student will observe and assess specific behaviors.
- conduct an assessment of program services and interventions (develop and distribute surveys, organize data, develop a report etc...)
- engage in pre-test/post-test evaluation to determine programs effectiveness.
- conduct a needs assessment. (individual, community or agency)