RUTGERS

School of Social Work

PRACTICUM III

SOCIAL WORK

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Syllabus/Course Overview

Catalog Course Description

Opportunities provided to become competent in providing advanced social work services and applying theory and concepts to practice in preparation for advanced professional practice. Prerequisites: Successful completion of the generalist courses and specialization specific. To be taken concurrently with 19:910:511 (Clinical Social Work specialization) or 19:910:535 (Management and Policy specialization). Placement is determined by choice of specialization.

Practicum III

Practice social work in agency settings under qualified professional educational practicum instruction. The specialized practicum curriculum provides students with opportunities to gain expertise in an area of specialization, either Clinical Social Work or Management and Policy. This is the second level of the graduate practicum curriculum.

Course Overview

The primary purpose of the Specialized Practicum is to educate students to apply advanced social work services. Students use professional social work practicum instruction to advance learning and apply knowledge and social work ethics and values to their practice with clients and communities that enhance social well-being.

Place of Course in Program

This three-credit course is designed to provide the opportunity for the operationalization of advanced year social work skills. This is accomplished in individualized Practicum Learning Placements, and these are arranged by the Practicum Learning Office.
The below courses are corequisite for Practicum III in either the Clinical Social Work specialization or the Management and Policy specialization.

Clinical Social Work Practice I
Focuses on advanced social work clinical and client advocacy skills and techniques at each stage of the helping process, and with difficult practice situations as these apply to individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations. Prerequisites: Successful completion of professional foundation courses. Corequisite: Must be taken concurrently with Practicum III (19:910:600). This is the advanced practice course for students that have selected the Clinical Social Work concentration.

Management Practice and Theory
Core theories, elements, and functions of human services management are analyzed with a particular focus on the knowledge, skills, and abilities necessary to lead public and private human service agencies in the environment of today and the future successfully. Emphasis on internal management functions, such as budget and finance, human resource administration, applications of information technology, and governance relationships; and on external functions, such as legislative, media, and community relationships. Crosscutting topics enhance skills in leadership, mediation, and conflict resolution. Prerequisites: Successful completion of the professional foundation courses. Corequisites: Must be taken concurrently with Practicum III (19:910:600). This is the advanced practice course for students that have selected the Management and Policy concentration.

Goals and Expectations

Students develop an identification with the profession and are beginning to incorporate social work values in practice (e.g., they understand the value of self-determination for clients). Students are familiar with the NASW Code of Ethics and how it applies to social work. Students are punctual, conscientious about the use of time and presentation of their professional selves, and efficient in completing paperwork and other tasks in a timely way.

Students are able to take a self-reflective stance and respond to constructive criticism or feedback in a positive way. They continue to foster the growth of the ability to identify their own strengths and needs for learning. They plan for supervision by preparing an agenda and recording contacts with clients and other agency experiences.

Students develop an understanding of their practicum agency's mission and goals and its role within the social service community and neighborhood, as well as a basic understanding of the agency's structure, organization, and policies. Students are able to work within and interpret agency policies and regulations. Students learn about the generalist perspective with an emphasis on the problem-solving approach to working with clients, and begin to apply this to the practicum setting.

The specialization in Clinical Social Work prepares students to conceptualize, provide, and supervise the delivery of clinical social work services to individuals, couples, families, and small groups. Emphasis is on developing competence in those helping processes used to ameliorate psychological, social and behavioral problems and to enhance, develop, and restore social functioning.

The specialization in Management and Policy is designed to prepare social workers to perform administrative functions or planning, organizing, and policy functions within organizations, communities, and in the larger society.

Course Objectives

Enhanced Competencies at the Specialization Level
CSWE Competencies for the area of Specialization: Clinical Social Work

Specialization Level: Clinical Social Work (CSW)

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in clinical social work recognize the importance of the therapeutic relationship, person-in-environment and strengths perspectives, professional use of self, and adherence to ethical and value guidelines for professional practice. Clinical social workers differentially utilize theories, research, and clinical skills and integrate them with a commitment to human rights, anti-racist practices, diversity, equity, and inclusion to enhance the well-being of individuals, families, and communities in an ethical manner. Clinical social work practitioners acknowledge the complexities involved in their practice, including the need to navigate ethical issues in an organizational context, and use clinical supervision to ensure that their practices are congruent with social work values and ethics. Extending and enhancing ethical and professional practice from the foundation level requires that clinical social workers reflect on their own family of origin to assess how it impacts their clinical work. Advanced-level practitioners must manage complex systems while understanding how cultural and developmental aspects of self and their clients influence their work. Clinical social workers recognize their own strengths and weaknesses in developing, managing, and maintaining therapeutic relationships. Practitioners of clinical social work must continually adapt to rapidly changing technology in an ethical and professional manner. Practitioners in clinical social work:

- Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that their practice is congruent with social work ethics and values.
- Apply ethical decision-making skills and frameworks to clinical material, while complying with the NASW Code of Ethics and local, state, and federal regulations.
- Demonstrate knowledge of one's family of origin's cultural, psychodynamic, and behavioral patterns and reflect on how that history impacts one's ability to differentially use one's professional self in service for clients.
- Exhibit an anti-oppressive stance incorporating the social work values of social justice, the dignity and worth of the person, confidentiality, support for self-determination, the value of human relationships, and integrity in all discussions of clinical case material.
- Provide services and represent themselves as competent within the boundaries of their education, training, experience, and license.
- Establish and maintain clear and appropriate professional boundaries.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, racial, economic, reproductive, and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing how human rights violations, racism, and other social-structural forces marginalize people and thus work to advocate for policies that promote social, racial, reproductive, and economic justice, advance human rights, and promote environments in which all individuals can thrive. Practitioners in clinical social work:

- Contextualize all client conceptualizations (assessments) utilizing the lenses of human rights and social, racial, reproductive, and economic justice, including aspects of identity and social location that

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may marginalize clients and/or contribute to inadequate access to healthcare and the inequitable distribution of social and economic resources.

- Assess the availability of clean and safe shelter, water, food, air, and other health-sustaining environmental resources and help individuals, families, groups, and communities to develop mechanisms to advocate for and maintain these environmental resources.
- Advocate for equitable distribution of all social, economic, and practical resources, including the availability of a competent clinical social worker with commitments to human rights as well as anti-racist, anti-oppressive, and justice-oriented clinical practices.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Clinical social workers understand how racism and oppression impact clients, families, groups, and communities. They also acknowledge the pervasive impact of white supremacy on the human rights, health, and well-being of clients, and use their knowledge, awareness, and skills to engage in anti-racist clinical practices. They recognize how the intersectionality of factors (including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status) influence clients' presenting concerns and affect equity and inclusion in all aspects of society. Clinical social workers understand how dimensions of diversity affect client explanations of health/mental health, help-seeking behaviors, and the therapeutic relationship. Practitioners in clinical social work value cultural strengths and tailor their engagement strategies, assessment tools, and interventions to meet the diverse needs of their clients. Clinical social workers monitor their biases, reflect on their own cultural beliefs, and use and apply their knowledge of human rights, ADEI, and complex health/mental health delivery systems to enhance client well-being. Clinical social workers recognize the need to conceptualize cases using an intersectional perspective and to identify their clients' strengths and resiliencies, while learning to critically evaluate their own family history, privilege, and social locations. In presenting case material, clinical social workers integrate anti-racist and anti-oppressive stances and attend to clients' experiences of racism and oppression while also working to avoid undue pressure or use of power over clients. Practitioners in clinical social work:

- Identify how human rights violations, racism, oppression, and white supremacy impact the health and well-being of clients, families, groups, and communities; they rely on their knowledge, awareness, and skills to engage in anti-racist clinical practices and other ADEI efforts.
- Recognize how the intersectionality of factors (including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status) influence clients' presenting problems and affect equity and inclusion in all aspects of society, including clients' health and mental health care choices.
- Demonstrate awareness of one's intersectionality and cultural background and reflect on how these factors may impact one's practice and the therapeutic relationship.
- Use clinical supervision to address personal and cultural biases and increase self-awareness.
- Use research findings, clinical theories, practice models, and literature on human rights, anti-racist practices, diversity, equity, and inclusion to develop a holistic understanding of client systems and circumstances.
- Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Clinical social workers rely on the scholarly literature to guide their practice and are aware of the most current evidence-informed practices, including those that are anti-racist and focused on human rights and diversity, equity, and inclusion. Practitioners of clinical social work are able to identify the strengths and limitations of these practices and examine their applicability to diverse populations. Clinical social workers can use their knowledge

and skills to critically evaluate existing research and their interventions with clients. Clinical social workers elicit feedback from clients and value their perspectives; they use this knowledge to improve treatment outcomes and modify case theory. Practitioners of clinical social work select interventions informed by existing research, previous experience, client feedback, and practice wisdom. Practitioners in clinical social work:

- Stay abreast of the most current advances in clinical theory, systemic approaches, anti-racist practices, literature on human rights, diversity, equity, and inclusion, as well as evidence-informed practice in social work and allied professions.
- Engage in reasoned discernment to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with various target populations.
- Use one's practice experience and knowledge of the research literature and case theory to critically analyze the strengths and limitations of various direct practice interventions, attending to the way these intersect with their clients' needs.
- Effectively communicate and disseminate practice evaluation results to an intended audience.

Competency 5: Engage in Policy Practice

Clinical social workers recognize how policies, laws, and white supremacy can constrain or enhance human rights, individuals' life opportunities, and affect equity and inclusion. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources. Practitioners of clinical social work also recognize how policies and laws can work against equity. Thus, clinical assessments include attention to the constraining or privileging aspects of local, state, federal, and international policies and laws. These assessments consider how these policies and laws perpetuate racism and other forms of oppression. Clinical social workers recognize how their work with individuals, families, and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences, their equitability, and their impact on client well-being. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform and eradicating white supremacy, racism, and other forms of oppression. Practitioners in clinical social work:
- Identify policies/laws that violate human rights and perpetuate white supremacy, analyze their influence on clients' past, present, and future experiences, and advocate for change in policies/laws that harm clients' health and well-being.
- Attend to the intended and unintended consequences of policies/laws and communicate with stakeholders, legislators, and policy-makers about the impact of such policies/laws as they evolve within agencies, communities, and in clients' lives.
- Engage in political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Clinical social work practitioners recognize the importance of the engagement process and understand the importance of differential use of self in initial encounters. Practitioners in clinical social work rely on ecological, anti-racist, human rights, and anti-oppressive perspectives to inform the therapeutic relationship; are aware of how interpersonal dynamics and cultural factors shape the therapeutic relationship; and use relational techniques to develop a therapeutic relationship. Clinical social workers recognize how engagement with couples, families, and groups may differ from individual approaches, and they develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients' input in the development of their treatment goals. Clinical social workers use the engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/stakeholders. Practitioners in clinical social work:
- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, transphobia, migration status, and ableism, among others) and incorporate this understanding of, and reflect upon, the ways these aspects shape client engagement.

- Understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness, among others—may require methods of engagement rooted in anti-racist, anti-oppressive, and human rights perspectives .
- Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio-psycho-social-spiritual assessment process as well as analysis of clients' strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on individuals and explain these to clients while avoiding deterministic approaches to identifying such patterns. Clinical social workers also recognize that traumatic and stressful events can be precipitated by human rights violations, racism, and other forms of oppression. When applicable, clinical social workers rely on the Diagnostic and Statistical Manual of Mental Disorders to enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers about clients' presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process, reflect upon varied meanings of the assessment, and share these assessment outcomes with clients. Practitioners in clinical social work:

- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems— poverty, community violence, racism, sexism, religious or ideological bias, homophobia, transphobia, ableism, and other social injustices—and incorporate this understanding into their assessments.
- Select, modify, adapt, and evaluate clinical assessment tools and approaches depending on the needs and social locations of clients and current empirical evidence.
- Assess how issues of racism and other forms of oppression, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process, including assisting the client in voicing concerns to the entire treatment team.
- Consider sharing the ways trauma and other stressors (including those related to racism, homophobia, transphobia, and other forms of oppression) affect health and behavior in order to assist colleagues in promoting empathy for clients in regard to the assessed factors, especially in host settings (e.g., health, criminal justice, and educational environments).
- Reflect on their own issues of power and privilege and how they impact the therapeutic relationship.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Clinical social workers select effective modalities for intervention based on the existing research as well as the client's cultural background and experiences with racism and other forms of oppression. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to also intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed

interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client. Practitioners in clinical social work:

- Select psychotherapeutic interventions based on a critical knowledge of theory, research, practice experience, and on understanding of how human rights violations, racism, and other types of oppression impact client choice of, and access to, interventions.
- Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions.
- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems— poverty, crime, social inequality, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia—and incorporate this understanding into their interventions.
- Intervene effectively with individuals, families, and groups, while eliciting client feedback and knowing when to modify approaches.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Clinical social workers value empirically derived evaluation of practice and assure that it is an ongoing component of advanced practice with diverse individuals, families, groups, organizations, and communities. Clinical social workers recognize the critical need to use client feedback to evaluate clinical processes and outcomes with diverse populations. Clinical social workers understand theories of human behavior and the social environment, the systematic effects of white supremacy, racism, and other forms of oppression and marginalization on the well-being of clients, and critically apply this knowledge in evaluating outcomes. Clinical social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness, use appropriate methods for evaluating practice, and rely upon the scholarly literature to guide their evaluation processes. Clinical social workers also recognize that evaluating practice means examining barriers to effective treatment including, but not limited to, countertransference, systems- and community-knowledge, and client satisfaction. Practitioners in clinical social work:

- Select and use appropriate methods for evaluation of intervention outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, human rights approaches, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks when evaluating clients and program outcomes.
- Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design.
- Evaluate programs to assess their effectiveness in meeting client and community needs.
- Apply social work ethics in evaluating their own practice.
- Demonstrate a humanistic and culturally-responsive approach when designing research projects or evaluation studies.

Competency 10: Specialized Clinical Competency (RU SSW Specific): Liberatory Consciousness

Clinical social workers will continually work toward recognizing and utilizing a liberatory consciousness framework which "requires every individual to not only notice what is going on in the world around [them], but to think about it and theorize about it—that is, to get information and develop [their]own explanation for what is happening, why it is happening and what needs to be done about it" (Love, 1980, p. 472). They understand and identify how racism and other forms of stigma, prejudice, discrimination, and oppression intersect and contribute to various sources of stress.

Clinical social workers continue to develop self-awareness of their intersectional identities recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They employ clinical interventions that appropriately account for power differentials and use culturally relevant interventions and consider how clients' intersectional identities impact their lives. They promote equity and justice through collaborative healing relationships. Clinical social workers will apply the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) in order to challenge oppression and promote social, racial, and economic justice.

Clinical social workers will: practice awareness by recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They will practice reflexivity when in engaging clinical techniques and in supervisory processes; analyze widely used clinical interventions to ensure they: recognize power differentials based on the intersection of social identities including race, class, age, gender, and ability status in the client-worker relationship are trauma and culturally informed; act by using culturally relevant assessment and interventions and by helping clients understand how their intersectional identities may affect various facets of their lives; hold themselves Accountable and practice in Allyship by actively promoting equity and justice. This includes fostering collaborative healing relationships with clients, embracing client feedback, and ensuring clients play a key role in directing their treatment process.

Specialization Level: Management and Policy (MAP)

Competency 1: Demonstrate Ethical and Professional Behavior

Social work practitioners engaged in management and policy know the NASW Code of Ethics and understand how the Code applies to their specific professional endeavors and behaviors. They understand the role of an organizational and policy leader as a voice of organizational and community values. They are fully aware of practices that may constitute a conflict of interest and how to avoid them. They are proficient in managing their affective reactions and setting and maintaining boundaries in their relationships with clients, supervisees, supervisors, volunteers, and contractors. They treat employees and property with respect, and model ethical behaviors and mentor others in adhering to ethical principles. Social work practitioners focused on management and policy recognize how their personal values may enhance or hinder their ability to work effectively within organizational and policy contexts. They additionally understand the ethical implications of current and emerging technologies within those contexts.

Practitioners of Social Work in Management and Policy:
- Use critical thinking to apply the NASW Code of Ethics to analyze ethical issues related to management and policy;
- Identify, through processes of self-examination and supervision, personal values that enhance or hinder one's ability to work effectively within organizational and policy contexts; and
- Use a range of technologies ethically within a larger management and policy context, including assuring confidentiality of client data and appropriate use of informed consent in interventions.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social work practitioners engaged in management and policy are committed to assuring that the work of the organizations and communities in which they practice, and the policies which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of important laws and other policies that affect such rights in their work. They are

knowledgeable about racism, social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes. Accordingly, they develop and implement interventions at multiple system and institutional levels to assure such rights are fully and democratically accepted and integrated into the organizations and communities within which they work. They have the skills to understand how laws and other policies may oppress the rights of others and thus not advance social, racial, economic, or environmental justice, and how laws and other policies may be amended to protect and further human rights and social, racial, economic, and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these social, racial, economic, or environmental injustices and discuss them with their colleagues and others in a professional manner.

Practitioners of Social Work in Management and Policy:
- Contribute to the development and implementation of policies, programs, and practices within the organizations and communities in which they work that advance human rights and social, racial, economic, and environmental justice;
- Identify important laws and other policies that are relevant to human rights, and racial, social, and environmental justice in the organizations and communities in which they practice;
- Contribute to the efforts of the management and leadership of the organizations and communities in which they work to infuse this competency into the implementation of the mission, vision, values, and programs of the organization; and
- Practice democratic leadership by engaging with communities rather than taking action upon them.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social work practitioners engaged in management and policy understand how white supremacy, racism, and other forms of stigma, prejudice, discrimination, and oppression intersect to impact groups. Thus, practitioners of social work in management and policy recognize the importance of working to assure openness to and support of efforts to promote anti-racism, diversity, equity, and inclusion in all aspects of the organizations and communities in which they serve, and in the policies and programs they advocate and implement. Diversity includes, but is not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Practitioners of management and policy value the diversity that builds organizational and community strength and equal opportunity. They understand white supremacy and the structure of power and oppression, and how organizational policies and practices can help to ameliorate varying forms of inequality. They have insight into their own biases about certain groups and communities and can reflect on how those biases may affect their ability to carry out their work.

Practitioners of Social Work in Management and Policy:
- Uphold the concepts of intersectionality, cultural humility, affirmative action, equal opportunity employment, and harassment- and discrimination-free workplaces within the organizational and community settings in which they practice;
- Identify organizational policies and practices that explicitly or implicitly reflect institutional biases based on age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status as well as other forms of discrimination, and suggest effective ways to eliminate such policies and practices; and
- Exercise leadership that embraces the values of anti-racism, diversity, equity, and inclusion in the

organizational culture.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social work practitioners engaged in management and policy recognize the value of adapting evidence-informed programs and services for the organizations and communities in which they practice. They also understand the value of using scientific evidence to inform the policies that they advocate and implement. They seek to achieve the best possible outcomes for those they serve, and recognize that the most effective manner to achieve this end is to employ those services and programs that have demonstrated positive results as documented by research and evaluation conducted consistent with sound scientific methods. Social workers practicing in management and policy positions use research conducted by their staff, or appropriate and qualified third parties, to contribute to the body of knowledge on evidence-informed interventions. They have the skills and knowledge to identify qualified staff and third parties to conduct evaluations on the programs and services provided by their organizations. Social workers engaged in management and policy practice can reflect on the processes used to collect and analyze data from evaluations and can present these findings in a non-judgmental manner to board members and other constituents.

Practitioners of Social Work in Management and Policy:
- Locate, identify and, if appropriate, adapt evidence-informed programs, practices, and policies to the organizational, community, and policy settings in which they serve;
- Support research and evaluation conducted on current programs, services, or policies operated by organizations and communities in a manner that adheres to best practices of informed consent of subjects and the protection of human subjects, and does not otherwise interfere with the quality and accessibility of other programs or services; and
- Apply current research and evaluation literature to inform practices and policies in a manner consistent with the mission, vision, and values of the organization.

Competency 5: Engage in Policy Practice

Social work practitioners engaged in management and policy fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families, organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro levels to promote human rights, and racial, social, economic, and environmental justice. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration, and others. Social workers engaged in management and policy practice consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences.

Practitioners of Social Work in Management and Policy:
- Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing, and delivery of such services;
- Identify and/or advocate in collaboration with others in support of policies that positively impact the communities they serve;
- Analyze policies for the identification and elimination of elements that result in either intended or unintended consequences leading to biases based on age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual

orientation, and tribal sovereign status or other discrimination inconsistent with social work values;
- Engage in and support policy practice at the mezzo and macro levels to promote equality, social, economic, racial, and environmental justice and an inclusive human rights framework; and
- Assess the process of policy implementation at the community and organizational levels and analyze the degree of fidelity of implementation to the original intent of the policy.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social work practitioners engaged in management and policy practice often work in leadership roles in organizations that deliver social welfare, healthcare, education, and human services or promote policy innovations in these areas. They understand the nature, process, and value of community engagement in order to tailor the services provided to meet the needs and aspirations of the various communities served; to make those services culturally competent and accessible for community members; to promote democratic processes; and to foster a sense of partnership between the organizations and the communities served. They can identify the structure, composition and general membership characteristics of the client, geographic, political, and professional communities in which they operate and engage with these communities. Social workers engaged in management and policy practice reflect on the reasons why they could and could not engage effectively with individuals, families, groups, organizations, and communities and document the lessons learned to ensure successful provisions of services in their future endeavors.

Practitioners of Social Work in Management and Policy:
- Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with members of the relevant communities and constituencies being served with the ongoing intention of promoting democratic process and community empowerment;
- Promote an organizational culture that values and rewards community engagement and service by its staff; and
- Identify and promote organizational practices that affirm the meaningful inclusion of community members across organizational levels, including those of governance, management, staff, and volunteers.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social work practitioners engaged in management and policy practice have developed the capacity to organize, manage, and support efforts relative to assessing the needs of diverse individuals, families, groups, organizations, and communities. They have the skills to develop and implement organizational, program, and policy evaluations and to create program and strategic plans to meet the current and future needs of the populations served by organizations, the organizations themselves, and the communities that are impacted, given the rapid and ongoing changes in organizational environmental forces.

Practitioners of Social Work in Management and Policy:
- Observe and/or contribute to organizations' efforts to assess their relationships to their environments, including the emerging internal and external forces affecting the organizations (i.e., through conducting community needs assessments, resource inventories, environmental scans, etc.);
- Engage in self-reflection to identify and counter one's own prejudices and stereotypes in the assessment process;
- Critically examine existing assessment processes to identify and change operations that perpetuate

injustices;
- Contribute and add value to the development and implementation of program, organization, and community-wide planning processes designed to position the organization for efficacy in realizing program and organizational missions and goals; and
- Incorporate ongoing organizational and program evaluation and assessment in the analysis and management of program and planning processes.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social work practitioners engaged in management and policy practice design and manage the delivery of services and interventions targeted to individuals, families, groups, organizations, and communities. This may involve recruiting and retaining an adequate workforce; securing and managing the necessary funds and resources to support the interventions; partnering and collaborating with outside organizations; applying appropriate applications of information technology to support clients, staff and management; assuring services are inclusive and culturally competent; and exercising the initiative and leadership to build or strengthen an organizational culture that recognizes and rewards professionalism along with policies and programs that further social justice.

Practitioners of Social Work in Management and Policy:
- Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context;
- Identify and /or apply the concepts, practices, and styles of organizational and community leadership and can assess their own strengths and limitations in these regards;
- Critically examine existing interventions to identify and change those that perpetuate injustices;
- Observe, communicate, and work with organizational and/or community governance and advisory structures;
- Contribute positively as a member of a team conducting marketing and fundraising activities, including grant writing, creating a culture of philanthropy within an organization or community, and serving as stewards of donated resources; and
- Identify how leadership may be used to anchor the mission, vision, and values within an organization; and motivate board members, volunteers, and employees to fulfill their roles in accordance with organizational missions and goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social work practitioners engaged in management and policy practice must understand the value, importance, and methods of evaluation of interventions with individuals, families, groups, organizations, and communities. They apply critical thinking to design, craft and employ various methods and interpret results to enhance the quality and efficacy of the organization's programs and services. They are also knowledgeable about the existence of evidence-informed services and advocate for the use of these when appropriate. Social workers engaged in management and policy practice have the skills to evaluate practice with individuals, families, groups, organizations, and communities or identify qualified third parties to do such evaluation. They can reflect on the processes used to collect and analyze evaluation data and can present these findings in a non-judgmental manner to board members and other constituents.

Practitioners of Social Work in Management and Policy:
- Can identify, critically assess, and employ various methods of program evaluation;
- Apply critical thinking with a social justice lens to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services; and
- Translate and present evaluation data to various stakeholders/audiences.

Competency 10: Develop Liberatory Consciousness

Social work practitioners engaged in management and policy practice recognize their roles as liberation workers who are "committed to changing systems and institutions characterized by oppression to create greater equity and social justice" (Love, p. 470, 1980). They also understand and identify how white supremacy, racism, and other forms of stigma, prejudice, discrimination, and oppression intersect to impact groups, organizations, and communities within which they work and live. They recognize their own power as well as systems of power and oppression in the organizations and communities in which they work. Through advocacy, they challenge unjust systems of power and oppression. Such social workers understand and actively engage with the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) to challenge stigma, discrimination, and oppression and promote social justice with groups, organizations, communities, and society regardless of (but not limited to) age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Practitioners of Social Work in Management and Policy:
- Practice awareness through continually examining and acknowledging their own power and privilege and that of the organizations with which they work;
- Analyze how all systems of oppression impact groups, organizations, and communities within which they work and live;
- Act with intention to intervene when they encounter institutional racism and other forms of stigma, prejudice, discrimination, and oppression in groups, organizations, communities, structures, and/or institutions; and
- Hold themselves accountable and practice allyship by consistently being aware of and evaluating how their actions and practices affect others and whether their actions are challenging oppression individually as well as in collaboration with people from marginalized communities.

V.   Readings

NASW Delegate Assembly (2017). Code of Ethics of the National Association of Social Workers. This is found in the Canvas course.

Rutgers School of Social Work, Master of Social Work Practicum Learning Manual. This is

found in the Canvas course.

VI.   Course Requirements

METHODS OF INSTRUCTION
This course uses a combination of practical learning through practicum placement tasks and supervision by the practicum instructor (or task supervisor.)

PRACTICUM INSTRUCTOR AND STUDENT ROLES
The Practicum Instructor plays an active part in the learning process. Students can expect that the practicum instructor will convey clear, specific information about the practicum agency, social work practice, and social work values and ethics.
The student plays an active part in the learning process. As with all social work courses, participating in the process of the practicum learning experience is vital. It is expected that students will attend all scheduled practicum days and come to the practicum placement prepared to interact within the agency as agreed upon in the Learning Contract.

Students are expected to:
1. Participate in the Office of Practicum Learning's introductory liaison meetings. Workshops and meetings will vary depending on the program format. Please speak to your specific program director or advisor for specific information.
    Intensive Weekend Students will be expected to attend pre practicum workshops and a Writing for Social Workers Seminar.
2. Attend all scheduled practicum days, participate in weekly supervision, complete a learning contract. Process Recordings , weekly timesheets, and a practicum evaluation over the course of the semester. Please be aware that the number of process recordings will vary depending on the program format. Please speak to your specific program director or advisor for specific information (Online, Intensive Weekend, Blended)
3. Adhere to the University's Policy on Academic Integrity as well as the NASW Code of Ethics.

ASSIGNMENTS
Written process recording assignments are due at the designated times outlined by the Office of Practicum Learning.

Resources for Writing
Publication Manual of the American Psychological Association. Washington, DC. APA.

Szuchman, L.T. & Thomlinson, B. (2004). *Writing with style: APA style for social work.*
    Belmont, CA: Brooks/ Cole.

VII.   <u>**Grading**</u>

Grade Statement:
This course is graded as Pass/Fail.
Students are evaluated by their practicum instructors at the end of each semester/practicum.
Students who have been determined by their practicum instructor, practicum liaison and the Associate Director or Program Director (Traditional and Online MSW) in their practicum learning office to have participated successfully in their practicum placements, completed written assignments and who demonstrated foundation social work practice competencies, may receive a Pass for the semester.

Students who have been determined by their practicum instructor, practicum liaison and the Associate or Program Director (Traditional and Online MSW) of their practicum learning office to not have participated successfully in their practicum placements, completed written assignments and who have not demonstrated foundation social work practice competencies, may receive a Fail for the semester.

Students are expected to attend all scheduled practicum days. Absences may occur due to unforeseen circumstances. The student must notify their practicum instructor in advance or as soon as possible about any absences. Missed practicum hours will be excused by the Practicum Instructor only for compelling reasons (e.g., illness, emergency, or other, to be determined by the practicum instructor); *notification does not automatically indicate an excused absence*.

Students are responsible for making up missed practicum hours and obtaining the approval of the Practimu Instructor and Associate Director or Program Director of Practicum Learning if deemed necessary.

Grades:
P=Pass
F=Fail

VIII. **Course Evaluation**

Rutgers University surveys students about their experiences in practicum after each semester. This is completed by students and all answers are confidential and anonymous.

IX. **Assignments for Practicum III**

A. **Learning Contract**

All students in Practicum III complete a Learning Contract with their Practicum Instructor at the beginning of the first semester/practicum of their Foundation placements. The purpose of the Learning Contract is for the student and the Practicum Instructor to plan jointly for the assignments and learning to be accomplished during the year. The Learning Contract creates an understanding of expectations for both the student and the agency. It should be specific and measurable, including targeted dates for completion of tasks.

The Learning Contract is used as the basis for the end of semester/practicum evaluation. The Learning Contract provides a basis for accountability for both the agency and the student. It provides a guide to measure progress throughout the semester and year and protects the student from having too much or too little to do in practicum placement. The Learning Contract incorporates the CSWE's core competencies of social work education. Through practicum activities, students operationalize the practice behaviors that demonstrate their level of competence.

The Learning Contract template is available on Canvas and accessible to all practicum learning students. Students download the document and complete it in conjunction with their Practicum Instructor. The completed document is then electronically submitted by the student to Canvas. The Learning Contract is read and given a PASS or FAIL grade by the Practicum Liaison. If the Learning Contract is deemed to be unsatisfactory, the student is to redo it until it is approved by the liaison.

B. **Process Recordings**

The two formats for process recordings are found on Canvas. Students may choose the format each time they write a recording. The process recordings are all to be submitted via Canvas. This allows for efficient storage and tracking of all student work. Please note that the recordings submitted to Canvas are not required to include the Practicum Instructor's comments. Therefore, please do not wait for your practicum instructor's commentary to upload your recordings. In addition to submission to Canvas, recordings are to be printed or sent electronically to the Practicum Instructor for comment and discussion during supervisory sessions**. Students may earn up to one hour of practicum credit per recording. The recordings, with comments, will be reviewed by the Practicum Liaison at the agency visit.**

Purpose of Process Recordings

- Serves as the basic instrument in guiding learning, and helps students conceptualize and organize ongoing activities with client systems.
- Helps to clarify the purpose of an interview or activity, and the role of the student in it.
- Provides a basic tool for stimulating communication and self-awareness.
- Provides a base for both the student and Practicum Instructor to identify the student's strengths and areas for growth.
- Plays an important part in providing direction and a structural framework for the supervisory conference.
- Enables the Practicum Instructor to quickly assess the student's response to emotion, process and content.
- Reflects the extent to which the student is able to integrate knowledge and theory gained from previous experiences, classroom courses, and outside readings.
- Provides "data" for end-of-the semester/practicum student evaluation.
- The writing of process recordings are an acquired skill. It takes time for most students to produce a recording that fits both the student's needs and the Practicum Instructor's objectives for learning.

Process recordings differ from agency recordings, such as case files, case notes or medical records, and are not to be included in agency files.
Any encounter may be used for recording: individual sessions with clients; family or group meetings; professional contacts including agency staff, community, school, or service providers. It is expected that records will vary in detail, as some aspect of an interview, such as the beginning, might be highlighted for teaching purposes, while in another record the beginning might be summarized, and another part of the interview written in detail to focus on supervisory work. A complete verbatim of an interview or meeting may also be expected.
Students should write a summary paragraph to pull together what was accomplished in the session and to identify future goals. A second paragraph should be written by the student critiquing the work before discussion with the Practicum Instructor. These two reflective paragraphs will also provide the student with items for the agenda for supervision.

Recording Requirements
Process recordings are to be done on a regularly scheduled basis which is provided by the Office of Practicum Learning. There must be a consistent flow of submissions to prevent recordings being submitted all at once toward the end of the semester. Students may choose between formats each time they submit a recoding. Recording submissions will be periodically reviewed by the liaison. Students will be notified by email if they are falling out of compliance. Continued disregard for regularly submitting recordings will place students in jeopardy of failing.
- Advanced year (second year practicum placement, Practicum III)

*Traditional MSW Process Recording Submission Schedule

Month	Week 1	Week 2	Week 3	Week 4
September			1 Recording Due	1 Recording Due
October	1 Recording Due	1 Recording Due	1 Recording Due	1 Recording Due
November	1 Recording Due	1 Recording Due	1 Recording Due	1 Recording Due
December	1 Recording Due	1 Recording Due		

*Online MSW Process Recording Submission Schedule

Semester	Process Recordings Due
Fall/Spring	9
Summer	6

100% online students should refer to the Canvas course calendar for specific monthly due dates for Practicum III.

*Intensive Weekend MSW 14 Process Recordings due each Practicum.

Instructional Use of Recordings (Process Recordings)

Practicum Instructors: Practicum Instructors should read the student's recordings prior to supervisory conferences and prepare an agenda for teaching. Practicum Instructors should make comments on each recording, as they are useful for the student to review before and after conferences. Practicum Instructors should keep in mind that the use of recordings is intended to meet learning goals. For example, summary records require students to conceptualize their ideas. The student's effort to comment on the non-verbal content of a session will help develop awareness of their professional selves and their use of self as therapeutic agents. Assessment paragraphs increase the ability of the student to make assessments and diagnoses in a variety of situations.

Practicum Liaisons: The liaison will confirm that the student's weekly submissions are being made to Canvas. The liaison may choose to read the recordings to assist the student with an issue or question. Prior to visiting the student at their practicum placement, the liaison will review a sampling of the recordings in Canvas. At the visit, the liaison will review a portfolio of the student's recordings and other agency work, including time sheets and recordings with the Practicum Instructor's comments. The Practicum Liaison will make an assessment of the student's work and progress as well as the overall placement experience, and submit an Agency Visit Report to the regional practicum learning office.

C.   **Timesheets**

*Traditional MSW Practicum III students are expected to attend their Practicum Agency for 22.5 hours per week

*100% online students are expected to attend their Practicum Agency for 11.25 hours per week.

*Intensive Weekend MSW students are expected to attend practicum for 8-10 hours per week.

Time sheets are kept in an Excel workbook available to students on Canvas. The workbook is designed to calculate the student's hours and total them in a summary tab. At the end of each month, the student uploads to Canvas the same workbook with the various monthly hours added. This workbook will total the hours completed and be monitored by the Practicum Liaison. **Each month the timesheet is due no later than the 2nd business day of the next month for Traditional and Online MSW and the 5th business day of the month for the Intensive Weekend Program.**

D.   Practicum Liaison Meeting

Liaisons conduct agency site visits to meet with the student and the Practicum Instructor at least once a semester for the traditional MSW and 100% Online program and once every four months for the Intensive Weekend MSW Program. Additional visits are scheduled and made, if necessary, through the identification of need by any party (student, practicum instructor, practicum agency administrator, and practicum learning
staff).

An agency visit report is electronically submitted for each practicum visit detailing student progress in meeting the core competencies through demonstration of practice behaviors.

The goals of the practicum site visit are to:
- Review the student's assignments and tasks (via the learning contract).
- Provide support for the student.
- Provide support for the Practicum Instructor.
- Discuss any issues that have arisen.
- Monitor that the student is receiving a quality practicum experience.
- Ensure that the student is receiving appropriate supervision (1 hour per week).
- Discuss the integration of class and practicum work.
- Promote discussion of the student's performance, potential, and interests.
- Write an Agency Visit Report for Practicum Learning faculty.

It is the responsibility of the Practicum Liaison, in consultation with the Practicum Instructor, to recommend the student practicum grades (pass or fail), while the final decision rests with the Associate Director or Program Director and Executive Director of Practicum Learning.

E. Practicum Evaluation

At the end of the semester/practicum the student receives a practicum evaluation. The evaluation is completed by the Practicum Instructor with input from the student and task supervisor, if applicable. There are specific evaluation forms located on Canvas for the Foundation Practicum as there are distinct core competencies addressed in this practicum placement. The evaluation is based on the core competencies, practice behaviors and assignments specified by the Learning Contract. A grade of PASS or FAIL is recommended by the Practicum Instructor. *The evaluation is submitted to Canvas by the due date indicated by the Office of Practicum Learning.*

X.   Academic Integrity

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

"Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

"Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or

reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator. The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.

XI.   **Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.   If   the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

8-15-2024