Course Title:
Social Work Practicum II

Course Number:
SWK 5423-101

Course Description:
Catalog Description: SWK 5413 Social Work I and 5423 Practicum II offer an educationally focused and professionally supervised practicum placement in an area social service agency at an assigned practicum site. Students take the courses over fall and spring semester, spending approximately 16-20 hours per week at the site each semester or they may take both courses together during the summer semester, spending approximately 40 hours per week at the practicum site. Six total credit hours.

Prerequisites/Co-requisites for 5413: graduate standing in Social Work; 5103 or concurrent enrollment; permission of practicum coordinator.

Prerequisites/Co-requisites for 5423: graduate standing in Social Work; 5103, 5113 or concurrent enrollment. Students must successfully complete 5413 before taking 5423, whether in a concurrent or block placement.

In both Norman and Tulsa, all Foundation Year courses must be taken before students can do practicum in summer block.

Course Dates:
May 14 – August 10, 2012
Last day to enroll or drop without penalty: May 14, 2012

Site Director:
Please see your local Site Director or e-mail Carolyn Taylor at cataylor@ou.edu

Professor Contact Information:
Course Professor: Sandra Edge-Boyd, M.S.W., ABD
Mailing Address: University of Oklahoma
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Norman, OK 73019
Telephone Number: 405-325-1395
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Professor availability: The professor will be available via e-mail to students or may contact the professor to arrange an appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).


5. OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access course website. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

**OU E-Mail:**

All official correspondence from instructors will be sent only to students’ ou.edu address.

**PURPOSE:**

“The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting…. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which the student demonstrates the achievement of program competencies (EP 2.3)” (Petracchi & Zastrow, 2010, p. 137). Social Work Practicum I and II offer experiential learning opportunities in social work practice in selected human service agencies and treatment facilities. Together these two courses allow students to integrate knowledge, skills, and values learned in the classroom by application of that learning in educationally directed experiences with diverse client systems.

In addition to application of basic social work knowledge, values, and skills, practicum learning experiences are designed to promote the socialization of the student to the profession, growth in work and time management, and development of professional relationships with social work and other interdisciplinary professionals. The primary emphasis in foundation year practicum coursework is application of generalist social work practice skills including engagement, assessment, intervention planning and implementation, evaluation, and the conscious use of professional self. These skills are utilized in a problem solving process to intervene with various size systems including individuals, families, groups, organizations, and communities. (The basic principle of generalist practice is that social workers are able to utilize a problem solving process to intervene with various size systems including individuals, families, groups, organizations, and communities (Zastrow, 1999).

**OBJECTIVES:**

Students completing the generalist foundation of the Master of Social Work program will demonstrate competency to:

- A. Identify with the social work profession and exhibit practice behaviors consistent with professional identification.
- B. Recognize, distinguish, and apply appropriate social work ethical principles to guide professional practice decisions.
- C. Apply critical thinking to professional practice and illustrate clearly articulated professional judgments.
- D. Provide professional practice informed by diversity and difference.
E. Progress human rights by advancing social, political and economic justice.
F. Identify and employ research-informed practice and engage in practice-informed research.
G. Articulate and apply knowledge of human behavior and the social environment to inform professional practice.
H. Display policy practice skills which advance social, political and economic well-being and advance effective human services delivery.
I. Respond to the contexts that shape professional practice, with emphasis on the unique professional practice context present in the State of Oklahoma.
J. Perform engagement, assessment, intervention, and evaluation activities with individuals, families, groups, communities and organizations.

EDUCATIONAL OUTCOMES:

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students should, at the conclusion of the course, have the ability or enhanced ability to:

A. Identify as a professional social worker and conduct oneself accordingly.
B. Apply social work ethical principles to guide professional practice.
C. Apply critical thinking to inform and communicate professional judgments.
D. Engage diversity and difference in practice.
E. Advance human rights and social and economic justice.
F. Engage in research-informed practice and practice-informed research.
G. Apply knowledge of human behavior and the social environment.
H. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
I. Respond to contexts that shape practice.
J. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
K. Engage in Generalist Practice, i.e. with a grounding in the liberal arts and the person and environment construct, promote human and social well-being, use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities, identify with the social work profession and apply ethical principles and critical thinking in practice, incorporate diversity in their practice and advocate for human rights and social and economic justice, recognize, support, and build on the strengths and resiliency of all human beings, engage in research-informed practice, and be proactive in responding to the impact of context on professional practice.
L. Articulate the organizational structure and role of the practicum agency in meeting social welfare goals within the community and its relationship to the larger social service systems.
M. Identify practicum roles and multiple system levels within the agency setting.
N. Demonstrate professional use of self in engaging and interviewing client systems.
O. Assess client system strengths and needs utilizing social systems and Person in environment perspectives.
P. Demonstrate an ability to function as part of an intervention team in carrying out the goals and objectives of a client system intervention plan.
Q. Demonstrate professional growth and development through appropriate use of supervision provided by the practicum instructor and interactions with other agency staff.

SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS ADDRESSED:

Educational Policy 2.1.1

Identify as a professional social worker and conduct oneself accordingly. (Evaluated in Field Practicum Contract Assignment). Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and
6. use supervision and consultation.

Educational Policy 2.1.2

Apply social work ethical principles to guide professional practice. (Evaluated in Field Practicum Contract Assignment). Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
1. recognize and manage personal values in a way that allows professional values to guide practice;
2. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (NASW, 1999) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (2004);
3. tolerate ambiguity in resolving ethical conflicts; and
4. apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments. (Evaluated in Field Practicum Contract Assignment). Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
2. analyze models of assessment, prevention, intervention, and evaluation; and
3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4

Engage diversity and difference in practice. (Evaluated in Field Practicum Contract Assignment). Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
1. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
2. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
4. view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5

Advance human rights and social and economic justice. (Evaluated in Field Practicum Contract Assignment). Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

1. understand the forms and mechanisms of oppression and discrimination;
2. advocate for human rights and social and economic justice; and
3. engage in practices that advance social and economic justice.

Educational Policy 2.1.6

Engage in research-informed practice and practice-informed research. (Evaluated in Field Practicum Contract Assignment). Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
   1. use practice experience to inform scientific inquiry and
   2. use research evidence to inform practice.

Educational Policy 2.1.7

Apply knowledge of human behavior and the social environment. (Evaluated in Field Practicum Contract Assignment). Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
   1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
   2. critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8

Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (Evaluated in Field Practicum Contract Assignment). Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
   1. analyze, formulate, and advocate for policies that advance social well-being; and
   2. collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9

Respond to contexts that shape practice. (Evaluated in Field Practicum Contract Assignment). Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
   1. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
   2. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Evaluated in Field Practicum Contract Assignment). Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
Educational Policy 2.1.10(a)—Engagement

Social workers:
1. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
2. use empathy and other interpersonal skills; and
3. develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers
1. collect, organize, and interpret client data;
2. assess client strengths and limitations;
3. develop mutually agreed-on intervention goals and objectives; and
4. select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers
1. initiate actions to achieve organizational goals;
2. implement prevention interventions that enhance client capacities;
3. help clients resolve problems;
4. negotiate, mediate, and advocate for clients; and
5. facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2

Generalist Practice (Evaluated in Field Practicum Contract Assignment). Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

TEACHING/LEARNING METHODS:

Field practicum offers applied experiential learning in a real world practice setting in which the student develops practice skills and integrates classroom learning with practice. Beginning with an initial student self-assessment, a site based instructor and the practicum student design structured site based learning experiences that incorporate school prescribed practice tasks which are based on ten (10) program core competencies. The resulting Learning Plan is structured to facilitate continual instructor and student monitoring, ongoing feedback and the development of strategies to increase competence in practice behavior. The site based instructor provides mentoring, instruction, professional guidance, practice supervision and oversight of any non-social work professional (preceptor) who is involved in the student’s learning process.

CLASS POLICIES:

Methods of Evaluation

All students will agree to a Learning Contact. There is a Field Practicum Contract for both courses indicating required competencies. These Field Practicum Contracts are used for all students, requiring competencies and practice behaviors, but allowing flexibility for learning activities.

Student performance is monitored at the site by the Field Instructor and preceptors; through site visits and ongoing communication by the Faculty Liaison; at the school by the Practicum Office; and by the student
through feedback, supervision, self-reflection and practice evaluation. The field Faculty Liaison or the Practicum Coordinator is the instructor of record. The practicum grade is based on the faculty liaison’s evaluation of the student’s overall performance and progress in the field placement. This evaluation is done in conjunction with the site field instructor’s evaluation of the student’s skills, i.e. the application of knowledge in specified circumstances; and, the mastery of social work practice behaviors which demonstrate the integration and application of ten (10) core program competency domains. Multiple levels of ongoing Field Instructor and Faculty Liaison monitoring and evaluation are involved in the grading process. The field instructor and faculty liaison work together in a comprehensive evaluation process to arrive at a grade. Practicum grades awarded are either “S” for Satisfactory or “U” for Unsatisfactory or “I” for Incomplete. The Field Practicum Contract, which includes specific practicum assignments, incorporates a feedback and evaluation instrument which is utilized by the field instructor throughout the practicum to evaluate the performance of the student.

Field Evaluation Instrument

The Field Evaluation Instrument uses this Likert-type scale to rate practice behaviors.

- **1 – UP** Unacceptable Progress: Never demonstrates awareness, knowledge and skills as a graduate social work intern
- **2 – IP** Insufficient Progress: Rarely demonstrates awareness, knowledge and skills as a graduate social work intern
- **3 – EC** Emerging Competence: Inconsistently demonstrates awareness, knowledge and skills as a graduate social work intern
- **4 – C** Competence: Consistently demonstrates awareness, knowledge and skills as a graduate social work intern
- **5 – AC** Advanced Competence: Expertly demonstrates awareness, knowledge and skills as a graduate social work intern
- **NYA** Not Yet Applicable: The student has not yet addressed this practice behavior, but is expected to cover it later in the field education experience.

Graduate Foundation Year Practicum Grading

Students must achieve a minimum rating of Emerging Competence on each criteria in the midterm and final evaluation. Students who receive ratings below Emerging Competence at midterm on any criteria must develop a Performance Improvement Plan (PIP) in consultation with their practicum instructor and faculty field liaison. Field instructors and faculty field liaisons will monitor student progress on the PIP. Students who receive a rating below Emerging Competence at midterm on any criteria for 20% or more of the criteria will receive a U grade in the practicum. For those students who receive a U grade, a review of the student’s progress and performance will be made by the Practicum Coordinator in conjunction with other administrators as needed. Incomplete grades will not be given for poor performance.

To continue to the Practicum II, a student must receive a Satisfactory grade in Practicum I. To continue to the Concentration Year, a student must receive a Satisfactory grade in Practicum II. The practicum section of these courses requires specific documents and evaluations that are included on the Practicum website. Evaluation of the student is based on completion of required practicum hours and required practicum documents.

**Breakdown of Class Grading**

Practicum grades awarded are either “S” for Satisfactory or “U” for Unsatisfactory or “I” for Incomplete. (See Class Policies)

**Academic Conduct**

Each student should acquaint her or his self with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at [www.ou.edu/studentcode](http://www.ou.edu/studentcode). Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW code of ethics.
Statement of Reasonable Accommodation

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course are requested to speak with the professor as early in the semester as possible. International students, who are not fluent in English, can request extended times for examinations.

Students with disabilities must be registered with the Disability Resource Center prior to receiving accommodations in this course.

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<thead>
<tr>
<th>Norman Office</th>
<th>Tulsa Office</th>
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<tr>
<td>Office of Disability Resources</td>
<td>Office of Disability Resources</td>
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<tr>
<td>Goddard Health Center, Suite 166</td>
<td>Schusterman Center</td>
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<tr>
<td>(405) 325-3852</td>
<td>4502 East 41st Street</td>
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<tr>
<td>TDD only (405)325-4173</td>
<td>Tulsa, OK 74135-2512</td>
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<td>(918) 660-3100</td>
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Provost-Approved University Activities and Religious Observances

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

Practicum Specific Policies

Site Specific Requirements

Students must comply with all additional requirements of a particular site in order to complete a placement at that site. These are requirements of that agency or facility, not the OUSSW. Such additional requirements may include providing immunization records, obtaining medical insurance, etc. One requirement that a student does not have to meet is signing a “hold harmless” agreement, one releasing the site from any liability generated by harm that comes to the student during the execution of practicum responsibilities.

Renewal of Malpractice Insurance

No hours will count toward the required total number of practicum hours unless an updated verification of malpractice liability insurance is on file in the Practicum Office.

Attendance and the Accumulation of Practicum Hours

Seminar:

- Attendance Policy: Excused absences are defined in your student handbook and Practicum Manual. Outside of the exceptions in the codebook, you are expected to attend every class session unless you have received prior approval from the instructor. The lecture material and discussions are central to your learning. You are responsible for all course information presented and/or materials passed out regardless of an absence. Students are strongly encouraged to contact a few of their peers for updates. Students are expected to come to class and returning from breaks on time. If you must leave early, inform your instructor before class as a courtesy and sit near the exit.
- Class Distractions Policy: Electronic devices that distract the class by beeping, ringing, or prompting a student to leave the classroom must be off during class time. Other contacts can be made during the regular class break times. Students who do not adhere to this rule during class will be asked to leave and incur an absence.
- Students may use laptop computers for the class sessions. However, during this time, the laptop computers must only be used for activity related directly for the class. Students who do not
adhere to this rule during class will be asked to leave and incur an absence. In addition to your attendance your presence is required for each class session.

- Course and Instructor Evaluation: You have the opportunity to evaluate both the course and instructor at the end of the semester with the standard university student evaluation forms. If during the course you are having difficulty with some aspect of the class, please promptly request to meet with the instructor to resolve your concern.

Field Education Practicum:
The practicum is an educational experience designed to unfold over an extended period of time and is so structured to protect the educational integrity of the practicum experience.

Students must be in their practicum placements on the days and at the times designated in their approved practicum plan. These plans must include to every extent possible the inclusion of core site activities, without which the integrity of the practicum experience would be compromised. All students must complete the hours per week expected for their specific practicum course. All students must work with their field instructor to set supervisory conference appointments.

All students must accumulate the total number of hours in the field required by the practicum course and applicable section. For Norman sections, together the two courses require a minimum of 460 clock hours, including seminar sessions plus additional online learning activities. For Tulsa sections, together the two courses require a minimum of 460 clock hours, including pre-practicum labs, seminar sessions, and orientations at multiple rotation sites. In recording these hours, all students must observe field program guidelines which establish the categories of activities which may and may not be counted towards the accumulation of practicum hours.

Each student is allowed two sick days per semester and may count the number of hours which would have been accumulated if in attendance on those days. Absences which result from inclement weather, car and travel trouble, or child care must be made up. Students must observe the rules set forth in the official Practicum Calendar establishing guidelines for the inclusion of practicum hours accumulated during specific holidays. Students who are required by their sites to be in their placements over Winter Break must coordinate the accumulation of these holiday hours with the practicum activities included in their Education Contract plan.

No student may start practicum early or accumulate excessive hours during any practicum week in order to end the practicum early, decrease the total number of semester/practicum weeks, or stockpile hours in case of a future shortage. If during the practicum semester a student misses more than two days of practicum, he/she must contact his/her faculty liaison and work with the liaison and practicum instructor on a plan to make up missed time. If for some unavoidable reason a student is not able to accumulate the required hours within the semester but is otherwise making satisfactory progress, the faculty liaison, in consultation with the practicum instructor, may award the student the grade of Incomplete and assist the student with a plan to make up the time before the start of the new semester. Any such plan must be acceptable to and approved by the site, practicum instructor, faculty liaison, and Practicum Coordinator.

See the Practicum Manual online for more information on absences and holidays.

Student Documentation Before and During the Practicum

All applications and other pre-practicum documents must be submitted by the due date on the Practicum Calendar to the Practicum Office. Any delay in submitting these documents will jeopardize the student’s placement in a practicum site and could cause a delay of the student’s program.

For Norman students, weekly documentation (logs and supervision forms) must be submitted to the Dropbox on the D2L course by the following week. All signed Practicum documents must be scanned and submitted to the Dropbox on the D2L course by the due date on the Practicum Calendar. Instructions will be covered in the Seminar. All final course documentation must be submitted by the due date on the Practicum Calendar or a grade of Incomplete will be awarded.
Simple Disruption of Practicum

Students who have their practicum interrupted or disrupted in any way (e.g., losing a practicum instructor, site loss of program funding, student job offer from the site, etc.) must contact the practicum office immediately to resume whatever practicum planning steps are needed. Students will be required to submit and/or resubmit relevant practicum documentation before resuming their practicum. Failure to facilitate expedition of this process could delay the practicum and as a result delay progress in the social work program.

Insufficient Progress

Upon placement, students are expected to progress toward a satisfactory grade in the practicum and in any related practicum seminar. The practicum may be ended and a grade assigned at any point it becomes evident to the practicum instructor, practicum coordinator and school director that the student is unable to complete the practicum. In cases of unsatisfactory performance in practicum, the student may be terminated from the program.

See: Practicum Manual: Dismissal or Termination of Student from Practicum Placement (p.32)

Physical and Emotional Well-Being Requirements

The practicum is an academic experience that seeks to develop, but also depends on the student’s ability to interact in a competent and professional manner with clients, supervisors, and colleagues. Through the practicum, both personal and professional conduct is linked to the well-being of clients served by students. Each student must have the emotional, psychological, and physical resources to provide effective assistance to clients. When there is reason to believe that these basic requirement cannot be met, these concerns should be discussed with the faculty liaison or referred to the Practicum Office on the appropriate campus. When students demonstrate behavior that indicating that physical or emotional difficulties are not sufficiently resolved to allow them to work effectively with others, students may be withdrawn from enrollment in the Practicum. Students may be asked to submit evidence of their physical and emotional well-being from qualified professionals for reconsideration of their continuation in the program.

See: The Anne & Henry Zarrow School of Social Work Academic & Professional Behavior Policy
See: Practicum Manual: Personal Conduct and Comportment, Physical and Emotional Well-Being (p.31)

Professional Behavior

Serious failure to adhere to standards of professional behavior in a practicum may be grounds for termination from the social work program. All practicum students should be familiar with the NASW Code of Ethics, as well as the Anne & Henry Zarrow School of Social Work Academic and Professional Performance Policy.

If, as a result of unprofessional behavior, a student is dismissed from a practicum placement, the Practicum Coordinator will conduct a Level III Review investigation to determine the reasons for the dismissal and make a recommendation regarding the student’s continuation in the practicum course in which he or she is enrolled. Depending on the findings, the student may receive a grade of Unsatisfactory and be terminated from the social work program, or be allowed to continue in practicum coursework and repeat the practicum. If allowed to repeat the practicum, a remediation plan must be developed and must include a provision in which the student demonstrates that s/he has reflected upon the failed practicum experience, identified her/his own problematic professional behaviors, achieved insight into the nature of her/his difficulties and integrated this insight into a workable plan to overcome these problems in a subsequent placement. The student will not be allowed to begin another practicum without the development of this plan. The plan may include steps the student must successfully complete before beginning another practicum, as well as steps to be completed during a subsequent practicum. If appropriate, students may be asked to submit evidence of physical and emotional well-being from qualified professionals before attempting another practicum experience.

Only under exceptional circumstances will any hours accumulated in a terminated placement be counted toward total practicum hours. If the student is placed at another site and fails to perform satisfactorily in that placement, the student will be awarded a grade of Unsatisfactory and dismissed from the course and
from the social work program. Only under rare and exceptional circumstances will a student be permitted to continue in practicum coursework after two failures in practicum placements.

See: The Anne & Henry Zarrow School of Social Work Academic & Professional Behavior Policy
See: Practicum Manual: Personal Conduct and Comportment, Physical and Emotional Well-Being (p.31), and Dismissal or Termination of Student from Practicum Placement (p. 32)

Agency Reimbursement of Services Performed by a Practicum Student

If the practicum site is billing a private or public funding source for practicum services performed by the student, the student must become informed about any legal requirements regulating the reimbursement. In this way, students are expected to take charge of protecting themselves from involvement in fraudulent practices which may be occurring at a practicum site.

Student Remuneration of Practicum Instructor

No student will be permitted to make separate monetary payment for practicum instruction and supervision in relation to his or her field placement.

Communication with Practicum Office During the Practicum

Students are responsible for being aware of all information sent to them by the practicum office during the course of their placement. In order to protect the reliability of communication between practicum students and the practicum office, all communication from the practicum office will be sent to students at their OU email account. Students must use their OU email account to communicate with the practicum office.

The Writing Center

For this course and all courses, please take advantage of the Writing Center. To make an appointment for a free, 45-minute conference with a Writing Center consultant, call 325-2936 or http://www.ou.edu/writingcenter/. Use this valuable resource to improve your grammar, spelling, APA, and other writing skills.

MAJOR COURSE DIVISIONS:

A. Pre-Practicum Labs or Seminar
B. Development of the Learning Contacts
C. Practicum Documentation
D. Student Self-Assessment
E. Field Seminar
F. Practicum Assignments
G. Field Instruction Supervision, Feedback, and Evaluation

COURSE SCHEDULE:

Students must be in their practicum placements on the days and at the times designated in their approved practicum plan. These plans must include to every extent possible the inclusion of core site activities, without which the integrity of the practicum experience would be compromised. All students must complete the hours per week expected for their specific practicum course. All students must work with their field instructor to set supervisory conference appointments.

Practicum Calendars for each field education cohort will be found on the Practicum website.

COURSE ASSIGNMENTS

There is a Field Practicum Contract for both courses indicating required competencies. These Field Practicum Contracts are used for all students, requiring competencies and practice behaviors, but allowing flexibility for learning activities.

Assignments are uniquely created at each practicum site through the development of a Field Practicum Contract. This Field Practicum Contract is a comprehensive description of the Course Assignments. The assignments make use of services and activities occurring at the site to create experiences in which the
A student can integrate knowledge learned in the classroom with actual practice at that site. A separate Field Practicum Contract will be created for each course. The Field Practicum Contract has two parts and each one is independently rated. In 2 semester placements with two courses, a separate grade will be given for each part. In block placements the first part will be rated at mid-term. Then the second part will begin.

As long as the practice behaviors required for each course are being addressed, some assignments may span both courses. All students will agree to a Field Practicum Contract.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Incomplete Grade Policy:**

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: [http://webapps.ou.edu/it/](http://webapps.ou.edu/it/) or contacting them by telephone at: (405) 325-HELP (4357).
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Sandra Edge-Boyd, MSW

Education

- 2011 Ed.D. University of Phoenix, Online, School of Advanced Studies
- 1975 M.S.W. University of Oklahoma, Norman, Oklahoma
- 1975 M.R.E. Southwestern Baptist Theological Seminary, Fort Worth, Texas
- 1972 BA Oklahoma Baptist University, Shawnee, Oklahoma

Current Positions

- Advanced Programs Professor since 2007
- Field Education Consultant and Liaison, University of Oklahoma School of Social Work
- Adjunct Assistant Professor, University of Oklahoma Health Sciences Center, College of Allied Health, and Program Director, Interdisciplinary Gerontology Certificate Program
- Adjunct Assistant Professor, University of Oklahoma Health Sciences Center, Department of Geriatric Medicine
- Clinical Assistant Professor, University of Oklahoma, School of Social Work

Frequently Taught Advanced Programs Courses

- SWK 5193 Social Work Practice in Aging
- SWK 5173 Social Gerontology
- AHS 5813 Interdisciplinary Geriatric Care
- AHS 5463 Interdisciplinary Gerontology/Geriatric Practicum
- SWK 5013 The Profession of Social Work
- SWK 5820 Social Work Practicum III;
- SWK 2113 Introduction to Social Work
- SWK 3003 Social Work Interviewing Skills

Major Areas of Teaching and Research Interest

- Dissertation Topic: Leadership Styles in Curriculum Change for Geriatric Innovation in Social Work Education
- Gerontology and Geriatric Education
- Interdisciplinary Team Training for Geriatric or Health Care
- Social Work Education
- Leadership in Curricular Change
- Family Caregiving
- Health Care Ethics and Policy
- Social Work Field Education
- End-of-Life Care
- Geriatric Assessment

Representative Publications and Presentations

Publications:

Selected Presentations:

- Edge-Boyd, SK, Geriatrics Interdisciplinary Certificate and Masters Program. Oklahoma Summer Geriatric Institute, Oklahoma Geriatric Education Center (June 2006)
- Edge-Boyd, SK, & Bernard, MA, Developing a Geriatrics/Gerontology Program in Health Science Center Context. Co-Presenter, Association for Gerontology in Higher Education 32nd Annual Meeting and Educational Leadership Conference (February 2006).
- Edge-Boyd, SK. Developing a Geriatrics/Gerontology Program in Health Science Center/Main Campus Context, Presenter, SRPP Refereed Roundtable Session, Gerontological Society of America 58th Annual Scientific Meeting (November 2005).
- Edge-Boyd, SK. Strategies for curricular/Organizational Change and Engaging Key Stakeholders, Council on Social Work Education’s Gero-Ed South/Southwest Curriculum Development Institute (June 2005)
- Edge-Boyd, SK. Transforming Your Course Syllabi and Organizational Culture, Council on Social Work Education’s Gero-Ed South/Southwest Curriculum Development Institute (June 2005)

Representative Honors and Awards Received

- Selected as a Council on Social Work Education Gero-Ed Center Regional Mentor/Coordinator and trainer/presenter for the CSWE Gero-Ed Curriculum Development Institutes. 2005-2008
- Selected as a Fellow for Faculty Leadership Program, University of Oklahoma Health Sciences Center. 2005-2006

Major Professional Affiliations

- National Association for Social Workers-Oklahoma Chapter
- Association for Gerontology in Higher Education (Geriatric Education Committee member)
- Council on Social Work Education (Field Education Council member, two terms)
- Oklahoma Geriatric Education Center, Consortium Partner
- Oklahoma Association for Health Care Ethics (Board of Directors), Vice-President (2006-2009), Treasurer (2004-2006)
- Advisory Committee for the Attorney General’s Task Force to Improve Care at the End of Life, Member
- Oklahoma Alliance on Aging