SWK 5413/5423 DHS/CW Summer 2016

Field Unit

**Suggested/Sample Field Practicum Contract Work Plan Tasks –**

Student and PI will supplement/revise these work plan tasks with others that are specific to the practicum location.

**MAKE SURE THAT THE ACTIVITIES FOR THE L. PRACTICE ACTIVITIES ARE ONES THAT CAN BE COMPLETED AT THE PRACTICUM SITE AND THAT THE PRACTICUM INSTRUCTOR OR PRECEPTOR CAN OBSERVE THE STUDENT COMPLETING THE ACTIVITIES IN ORDER TO EVALUATE THE STUDENT’S SKILLS.**

**SWK 5413**

**A-1 Supervision**

Complete the SWK 5413 Field Practicum Contract with the PI and send to liaison for review. Electronically sign the contract on IPT by the due date in Practicum Calendar.

Develop a work task matrix to document when each Field Practicum Contract activity has been completed and keep it up to date throughout the entire practicum.

Meet with PI face to face for supervision no less than 1 hour per week to monitor progress on work plan, evaluate the assignments and make changes as needed.

Be fully prepared for each weekly conference.

Complete Supervisory Conference Form in IPT each week, even if the conference was missed. In that case, document why there was no conference.

Complete weekly log each week in IPT

With Practicum instructor, complete SWK 5413 evaluation & cumulative time sheet and send to faculty liaison for review. Electronically sign in IPT by due date in Practicum Calendar.

**B-1 Professional Behavior –**

With PI, review & discuss the School of Social Work’s academic and professional behavior policy which can be found at [www.socialwork.ou.edu](http://www.socialwork.ou.edu) click on MSW Admissions, click on Handbook

Adhere to the agency dress code at all times

Be punctual to all practicum activities

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Meet all due dates for Field Practicum Contract development and midterm evaluation, as well as due
dates for weekly logs and supervisory conference forms.

Address with PI any time the professional behavior practice tasks are not followed.

C-1 Professional Context:

During applicable rotations, find and read the Sunbeam Family Services / Infant Parent Intervention
Center (IPIC)/Whitefields/DHS mission statements and information on the history of the agencies.
Articulate to the PI what you have learned regarding the mission, values and vision and how/why the
agencies were created and significant changes over time.

During applicable rotations, review the Sunbeam/IPIC/Whitefields/DHS organizational charts and
articulate to the PI how your specific practicum placement fits into the Oklahoma City/County children &
family services system.

Discuss with the PI how current state budget cuts have impacted the CW system in general and your
practicum site in particular.

D-1 Professional Identity:

Maintain a practicum journal which identifies your own biases and life experiences that affect your
ability to work with clients and indicates self-reflection, monitoring and correction to assure professional
development. Discuss with PI in individual supervision conferences.

Based on your practicum setting, explain to the PI the differing roles within the setting and how roles
differ between disciplines, ie social worker, therapists, attorneys, judges; How roles differ between
agencies, ie IPIC/Grouphome/ DHS, courts, DA’s office; service contractors; e) role of DHS foster care
worker vs Sunbeam contracted EFC worker; (f)IPIC therapist vs CW worker; (g)Whitefields worker vs CW
worker; role of DHS Adoption worker vs Permanency Planning worker.

E-1 Values and Ethics:

Review the NASW Code of Ethics and the OKDHS Child Welfare Practice Standards and discuss a
different ethic & practice standard each week in supervision, articulating similarities and differences.

Utilizing the experience from the I-1 Practice activities, articulate to the PI an understanding of the
ethical and legal obligations you have to the family/client during the assessment and intervention
processes utilized at Sunbeam/IPIC/Whitefields.

F-1 Diversity:

Read and discuss the article “Impending Danger and the Cultural Context”, May 2009. Article can be
accessed at www.actionforchildprotection.org

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Participate in one of the following cultural celebration days sponsored by OKDHS: Hispanic Celebration, Native American celebration, Black History Month celebration; Completing the Circle Native American sibling event sponsored by OK Co or a similar activity at Sunbeam, Whitefields or IPIC. Discuss experience with PI, regarding new cultural practices you learned about. Discuss how children from various cultures experience child welfare differently.

Shadow a Sunbeam/IPIC/Whitefields/adoptions worker on case related activities with a family from a culture different than your own. In discussions with PI, focus on the importance of difference.

**G-1 Critical Thinking**

During shadowing and other activities, make notes of questions regarding why certain things were done, what information you believe is lacking and what steps are next.

Ask questions of the workers in a clear and precise manner. Ask additional well thought out and well articulated questions of the PI during supervision.

Discuss with PI any issues raised by the practicum experiences which challenge your initial belief system about the site when you began the practicum.

Critically analyze and discuss perceptions and effects (negative and positive) of current working relationships between DHS/Sunbeam/IPIC/Whitefields and the larger children and family services system in Oklahoma City. Identify strategies for strengthening those relationships.

**H-1 HBSE/Theory**

Participate in the OKDHS Independent Living Teen Conference June 7-10 in Norman. In supervision, articulate to the PI how the person in environment perspective relates to youth preparing to reach majority and exit OKDHS custody.

Articulate the “person in environment” perspective to the PI.

Identify 2 theoretical approaches utilized in CW related practice and discuss with PI, exploring if the theoretical approaches are compatible with person in environment

**I Practice**

**AT THE END OF THE PRACTICUM THE RATINGS MUST BE BASED ON OBSERVATION OF ASSESSMENT INTERVIEWS & PROFESSIONAL COMMUNICATION ABOUT THE ASSESSMENT. THE PRACTICUM INSTRUCTOR OR PRECEPTOR MUST OBSERVE THE SKILLS IN ORDER TO EVALUATE THEM**

**Preparation-1** As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum.

Review Sunbeam/IPIC/Whitefields/DHs Adoptions policy regarding various assessment processes.
Determine which assessment will be completed by student in each placement setting (ie, Foster Home Assessment, Trauma Assessment, volunteer assessment, Adoptive Home Assessment, etc)

Review Sunbeam foster home assessment standards and protocol. (Sunbeam)

Review a minimum of 3 assessments (the type that will be completed by the student)

Review entire case on which assessment will be conducted

In supervision, discuss with PI all questions, issues, concerns as they arise during the preparation process

**Engagement-1**  **As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum**

Take “secondary” responsibility of identified case(s). (one case should be a family from a different culture in order to address the F-1 and F-2 Diversity competency)

Shadow IPIC/Sunbeam/Whitefields/Adoptions staff on case activities; make observations about abilities/strategies to engage clients. Discuss with PI in supervision.

Assist 2 classrooms through “Second Step” lessons at Educare (Sunbeam)

**Assessment -1**  **As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum**

At each placement (IPIC, Sunbeam, Whitefields/Adoptions) co-facilitate an appropriate assessment.

In supervision, discuss each assessment experience with PI

**Intervention -1**  **As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum or indicate “Delayed”**

Prepare an unofficial intervention plan for the client/family utilizing information obtained in the Required Assessment Assignment above, including proposed actions to achieve identified goals and identifying possible resources. Discuss plan with PI.

In coordination with assigned worker, volunteer or contractor, explain the possible consequences of non-compliance or action to the client and make appropriate referrals for service; arrange and facilitate parent/child visitation; conduct worker visits with child in out of home care. Document all contacts, issues and results in the manner required by the agency.

**Evaluation -1**  **As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum or indicate “Delayed”**

Based on on-going contact with the client/family, discuss with PI the effectiveness of the intervention strategies that were utilized above and if other strategies could have been more effective and why.
Review with PI all assessment and intervention documentation and other related documentation as to
timeliness, thoroughness and meeting agency policy.

Research and discuss with PI the interventions and practices utilized at Sunbeam/ IPIC/Whitefields.

**J-1 Professional Communication**

Based on practicum experiences, articulate well thought out impressions, questions and concerns during
Supervisory Conferences with PI.

Prepare an unofficial intervention plan for the client/family utilizing information obtained in the
Required Assessment Assignment above, including proposed actions to achieve identified goals and
identifying possible resources. Review plan with PI, seeking feedback on written communication.

Document supervisory conferences thoroughly, yet briefly and concisely, in the IPT Supervisory
Conference Form and provide to PI for review.

Document activities in the IPT weekly log with adequate detail that someone not familiar with the
practicum can tell what you are doing. Identify which competency each activity addresses.

Document client contacts as required by the agency. Review with PI for feedback on written
communication.

Actively & professionally participate in meetings that are part of the practicum.

**K-1 Research**

Review at least 1 article related to child welfare practice and 1 article related to domestic violence from
professional journals and identify best practices from the articles.

Discuss best practice findings from the articles with PI and determine if/how those practices are
incorporated into practice in Oklahoma agencies.

Attend and participate in the Independent Living Teen Conference in Norman, OK June 7-10 observe the
process as instructed and participate in the evaluation by providing feedback to the conference leaders.

**L-1 Social Policy**

Identify a broad social policy that impacts children and family services in Oklahoma (ie children must be
protected from abuse/neglect by caretakers)

Discuss the history and rational for this policy (ie Story of Little Mary Ellen---using laws to prevent
cruelty to animals in order to protect children since there were no laws against cruelty to children;
history of child welfare)

Discuss with the PI how this policy influences practices at the practicum site.

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M-1 Human Rights and Social Justice

Discuss with PI the roles of the District Attorney, parent’s attorney, child’s attorney, and guardian ad litem in a juvenile court proceeding. Can the various advocacy roles conflict with each other?

Discuss with PI the difference between a court appointed attorney and a private attorney and if social justice is impacted depending on what representation a person has.

Discuss ways that culture may unintentionally oppress or marginalize a client in juvenile or criminal court.

Discuss with PI the intent of the agency (IPIC/Sunbeam/Whitefields/DHS Adoptions) to address issues of social justice and human rights. Address the particular populations that Sunbeam/Whitefields/IPIC/DHS Adoptions serve and their unique needs.

SWK 5423

A-2 Supervision

Utilize the work task matrix to document that all Field Practicum Contract activities have been completed.

Develop & complete the SWK 5423 Field Practicum Contract with the PI and send to liaison for review. Electronically sign the contract on IPT by the due date in Practicum Calendar.

Meet with PI face to face for supervision no less than 1 hour per week to monitor progress on work plan, evaluate the assignments and make changes as needed.

Be fully prepared for each weekly conference

Complete Supervisory Conference Form In IPT each week, even if the conference was missed. In that case, document why there was no conference

Complete weekly log each week in IPT

With Practicum instructor, complete SWK 5423 final evaluation & cumulative time sheet and send to faculty liaison for review. Electronically sign in IPT by due date in Practicum Calendar.

B-2 Professional Behavior

Adhere to the agency dress code at all times

Adhere to established practicum hours.

Be punctual to all practicum activities
Meet all due dates for Field Practicum Contract final evaluation & timesheet, as well as due dates for weekly logs and supervisory conference forms.

Address with PI any time the professional behavior practice tasks are not followed.

C-2 Professional Context:

Review Sunbeam/IPIC/Whitefields/DHS mission statements; strategic plans and organizational charts and discuss with PI how the agency culture impacts the agency’s goals.

Discuss with PI how cases/clients flow through the organization, what policies apply to the different organizational units and whether the process is functional for achieving agency goals or if there is a need for change.

Observe the formal and informal decision-making processes within Sunbeam/IPIC/Whitefields/DHS. Discuss your observations/impressions with the PI.

D-2 Professional Identity:

Utilizing the experience from the I-1 and I-2 Practice activities, articulate to the PI what you believe to be the difference between the professional role & personal experience in the assessment process; discuss how your own biases and/or life experiences could impact the assessment.

E-2 Values and Ethics:

Utilizing the experience from the I-1 and I-2 Practice activities or other similar assessment and intervention activities, describe to the PI how you applied the principles of social work practice in the assessment process (self-awareness, appropriate empathy, beginning where the client is, non-judgmental attitude and self-determination)

Discuss with PI the differences in approach between CW and DV assessments and services and any ethical considerations this might raise.

F-2 Diversity

Work with a family from a culture different than your own to complete the I-1 and I-2 Practice activities.

In your reflective journal, explore your stereotypes and biases toward other cultures & how these could impact an assessment/intervention process. In supervision, discuss your thought with the PI.

Discuss with PI the difference in burdens of proof for Indian and non-Indian children for adjudication and termination of parental rights; reasons for the differences; and how you feel about the differences.

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G-2 Critical Thinking

Utilizing the experience from the I-1 and I-2 Practice activities, discuss with the PI the meaning of the relevant information you gathered and its implications for the child/family; identify information that is lacking and the impact of the lack of information on decision making.

Based on interview completed for E-2 Values & Ethics, discuss with PI how the specific agency utilizes client data to make service decisions.

H-2 HBSE/Theory

Utilizing the experience from the I-1 and I-2 Practice activities, identify to the PI the theoretical framework(s) used to guide the assessment process that was used (ie, Foster Home Assessment, Trauma Assessment, Family assessment, psychosocial assessment, contractor assessment, etc.)

I-2 Practice

AT THE END OF THE PRACTICUM THE RATINGS MUST BE BASED ON OBSERVATION OF ASSESSMENT INTERVIEWS & PROFESSIONAL COMMUNICATION ABOUT THE ASSESSMENT. THE PRACTICUM INSTRUCTOR OR PRECEPTOR MUST OBSERVE THE SKILLS IN ORDER TO EVALUATE THEM

Preparation-2 As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum.

Review Sunbeam, IPIC, Whitefields/Adoptions policy regarding various assessment processes. Research National CASA Standards for local programs as they pertain to direct services to children.

Determine which assessment will be completed by student in each rotation (ie, Foster Home Assessment, Trauma Assessment, volunteer assessment, etc)

Review Sunbeam foster home assessment standards and protocol. (Sunbeam only)

Review a minimum of 3 assessments (the type that will be completed by the student)

Review entire case on which assessment will be conducted

In supervision, discuss with PI all questions, issues, concerns as they arise during the preparation process

Engagement-2 As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum

Take “secondary” responsibility of identified case(s). (one case should be a family from a different culture in order to address the F-1 and F-2 Diversity competency)

Shadow IPIC/Sunbeam/Whitefields/Adoptions staff on case activities; make observations about abilities/strategies to engage clients. Discuss with PI in supervision.

Assist 2 classrooms through “Second Step” lessons at Educare (Sunbeam only)

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Assessment -2 As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum

At each placement in the rotation (IPIC, Sunbeam, Whitefields/Adoptions) co-facilitate an appropriate assessment.

In supervision, discuss each assessment experience with PI

Intervention -2 As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum or indicate “Delayed”

Prepare an unofficial intervention plan for the client/family utilizing information obtained in the Required Assessment Assignment above, including proposed actions to achieve identified goals and identifying possible resources. Discuss plan with PI.

In coordination with assigned worker, volunteer or contractor, explain the possible consequences of non-compliance or action to the client and make appropriate referrals for service; arrange and facilitate parent/child visitation; conduct worker visits with child in out of home care. Document all contacts, issues and results in the manner required by the agency.

Evaluation -2 As these activities can happen at any time during the practicum, evaluate only the steps that have been completed by the mid-point of the practicum or indicate “Delayed”

Based on on-going contact with the client/family, discuss with PI the effectiveness of the intervention strategies that were utilized above and if other strategies could have been more effective and why.

Review with PI all assessment and intervention documentation and other related documentation as to timeliness, thoroughness and meeting agency policy.

Research and discuss with PI the interventions and practices utilized at Sunbeam/IPIC/Whitefields/Adoptions.

J-2 Professional Communication

With PI or other staff member, co-facilitate an assessment with the client as selected in Preparation-2 (See I-Practice-Assessment)

Prepare a concise written report of the assessment process and findings demonstrating Assessment Practice Tasks 6-9 and discuss with PI. (See I-Practice-Assessment)

Prepare an unofficial intervention plan for the client/family utilizing information obtained in the Required Assessment Assignment above, including proposed actions to achieve identified goals and identifying possible resources. (See I-Practice-intervention)

Required Assignment: Formally present the results of your community assessment assignment completed in Generalist Practice II, including the intervention plan developed, to the PI and/or agency group.

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K-2 Research
Based on the review of journal articles in K-1 Research, select one research finding & determine if information related to the finding was/was not gathered in the Assessment completed in the Required Assessment Assignment in Section I Practice.

L-2 Social Policy
Discuss with PI the difference between agency policy and Oklahoma statutes on child welfare and domestic violence, how to locate each and how they impact each other.

Read the Council on Social Work Education’s statement on Conversion/Reparative Therapy. In supervision discuss the statement with the PI and indicate potential implications for children in the public child welfare system. CSWE Position Statement on Conversion/Reparative Therapy.

M-2 Human Rights and Social Justice
Utilizing the Required Assessment Assignment in I. Practice - Assessment, discuss with PI if the assessment process contributes to or reduces oppression

Meet with administrator from DHS Office of Client Advocacy (Angela Burleigh, MSW) to learn how this office advocates for children in the custody of DHS.