

ADVANCED PRACTICUM LEARNING OBJECTIVES

Students in the advanced practicum will concentrate in either **Clinical or Macro Practice**. While some field placements may offer learning opportunities in both methods, a majority of the student's assignments must be in the area of concentration. The advanced practicum learning objectives are below.

Advanced practicum students are also expected to continue to focus on relevant foundation learning objectives. By the end of the advanced practicum, they should demonstrate understanding and skill in their concentration learning objectives most of the time.

PROFESSIONAL IDENTITY AND ROLE (for all Advanced students)

The student is expected to:

1. assess the agency mission, structure, policies and programs, and community.
2. establish his/her role as a social work intern within the agency.
3. accept the potentials and limits of her/his role in the practice of social work.
4. form and maintain professional relationships with colleagues and other personnel within the setting.
5. act within prescribed lines of communication and authority.
6. Within the supervisory relationship:
 - a) assess own learning style and needs and develop appropriate educational goals consistent with those set by the School;
 - b) take responsibility for setting a portion of the supervisory agenda;
 - c) use a range of learning tools, e.g., recordings, role plays, discussion, audio and video recording;
 - d) be open to feedback from field instructor to increase professional self-reflection and further knowledge and skill development;
 - e) give thoughtful feedback to field instructor about own learning needs (including impediments to learning).
7. communicate with clients, consumers, colleagues, and field instructor:
 - a) verbally
 - b) in writing
8. transfer relevant knowledge and skills learned from each assignment to successive assignments.

9. behave in accordance with professional standards and responsibilities (e.g., appropriate dress, punctuality, attendance, and time and workload management).
10. fulfill documentation requirements of agency (e.g., client records) and school (i.e., 2 recordings/week) in a timely and thorough manner.

VALUES AND ETHICS (for all Advanced students)

The student is expected to:

1. adhere to the following social work values:
 - a) people have the right to be treated with respect for their worth and dignity;
 - b) people have the right to make autonomous decisions and to be active participants in the problem-solving process;
 - c) client systems are entitled to resources – material, social and emotional – necessary to achieve and maintain well-being;
 - d) social institutions should be humane, inclusive, and responsive to human needs;
 - e) diversity is accepted, respected and valued;
 - f) clients and consumers have the right to confidentiality within the limits of the law.
2. be aware of her/his own value orientations, identify its impact on professional behavior, and demonstrate behavior consistent with the values of the profession.
3. be familiar with the NASW Code of Ethics and practice within its framework.
4. identify competing values and ethics that result in dilemmas both in her/his own practice and in the larger agency context.
5. make appropriate decisions around her/his role in resolving ethical dilemmas in consultation with field instructors, colleagues, faculty members, and other professionals whose expertise and authority are available.
6. be responsible for her/his ethical conduct and for the quality of her/his practice.

PRACTICE METHOD: Advanced Clinical with Individuals and Families

The student is expected to:

1. identify and value differences and similarities in experiences and beliefs, strengths and needs of various groups of people.
2. take into account the client system's race, ethnicity, socioeconomic class, age, gender, sexual orientation, physical ability, and religion in the context of professional practice.
3. assess policies, procedures, and practices of the agency as they relate to accessibility, availability, and appropriateness for the diverse populations served by the agency.
4. recognize the influences of one's own cultural identity on her/his perception and

- approach to working with people who are both similar to and different from her/himself.
5. engage in culturally sensitive practice.
 6. assess the influence of oppression and economic injustice on:
 - a) agency policies and procedures;
 - b) clients' strengths and problems;
 - c) clients' resources and capabilities;
 - d) presence or absence of other resources.
 7. apply an ecosystems perspective to all phases of the work with clients, recognizing in particular:
 - a) the interdependence of relevant systems;
 - b) the influence of social and economic injustice and urban risk factors on client involvement and client-worker interactions;
 - c) the reciprocal nature of the client-worker interaction in which each responds to and is influenced by the other and by the interaction;
 - d) the importance of using many sources of data and support in assessment, planning, intervention, evaluation and termination phases.
 8. establish differential professional relationships with client systems of all sizes:
 - a) within the context of the agency mission;
 - b) based on the expressed needs of the client system;
 - c) based on clearly defined boundaries between the worker and client;
 - d) with authority used selectively (with awareness of potential misuse of power).
 9. develop the following skills with client systems of all sizes:
 - a) engagement (starting where the client is, demonstrating empathy, and "tuning in");
 - b) bio-psycho-social assessment (mutual problem identification, collection and report of relevant information, identification of client systems' strengths and resources);
 - c) contracting (clarifying roles, mutual expectations of goals, limits of work);
 - d) intervention (mutual work based on contract);
 - e) mutual evaluation of practice (effectiveness of intervention);
 - f) termination (reasons, meaning, process, implication for further work).
 10. apply different theoretical models of practice (e.g., psychodynamic, cognitive behavioral and family systems). Areas of focus may include:
 - a) use of self and definition of the professional relationship;
 - b) assessment;
 - c) contract;
 - d) goals;
 - e) interventions (both brief and longer term);
 - f) outcome measures.

11. articulate the differences and similarities between the different theoretical frameworks and models of practice with specific reference to the areas identified in Item 10.
12. use the concepts of transference and countertransference to further the clinical work.
13. apply research-based knowledge about effective clinical interventions to her/his own practice.
14. evaluate her/his practice effectiveness in terms of the interventions used and goals achieved. (e.g., quality of relationship, client's ability to engage in the work, obtaining stated goals).

PRACTICE METHOD: Advanced Clinical with Groups

The student is expected to:

1. apply differential theoretical models of group work practice depending on group population, problem, and setting with particular attention to cultural diversity, populations-at-risk, and fostering social and economic justice.
2. Accomplish the following preparation and beginning tasks:
 - a) attend to factors of group composition (e.g., diversity issues, common needs and interests);
 - b) prepare group members, if appropriate (e.g., discussion of purpose, method, confidentiality, fees, etc.);
 - c) negotiate a working agreement, including the purpose of the group as perceived by the agency and worker, as well as the responsibilities of the worker and members;
 - d) establish goals with individual members, if appropriate, and with the group as a whole.
3. apply knowledge of stages of group development to interventions.
4. work with the group as a "second client", with specific attention to:
 - a) group culture;
 - b) individual member's roles;
 - c) group strengths;
 - d) the process of mutual aid;
 - e) the process of group empowerment;
 - f) conflict, taboo subjects, avoidance, etc.;
 - g) the relationship between group process and content;
 - h) leadership roles and techniques.
5. apply research-based knowledge about group development and practitioner interventions to one's own practice with groups.
6. recognize the relationship between the group and the agency/community environment

and foster positive interaction and mediate conflict.

7. recognize the range of ethical dilemmas in group work practice:
 - a) engage in ethical decision making under the supervision of field instructors and others with expertise and authority;
 - b) maintain appropriate boundaries.
8. evaluate both the process and outcomes of group work practice (e.g., group development, improved communication, mutual aid, and achievement of individual and group goals).
9. identify, access, and utilize a range of resources for learning advanced knowledge and skills (reading, conferences, seminars, and involvement in research and practice evaluation).

PRACTICE METHOD: Advanced Macro Practice

The student is expected to:

1. define the problem, taking into account individuals or groups involved, domain, frequency, and others who should be involved.
2. collect data from multiple sources and conduct a needs and assets assessment.
3. identify and assess formal and informal mechanisms for change.
4. plan and implement change efforts at the community, organizational and government levels, with particular attention to fostering social and economic justice.
5. involve a range of sectors of the community in the assessment, development and management of programs, organizations and community-based activities.
6. implement asset-based models of community and organizational initiatives.
7. apply differential intervention techniques including: program planning, advocacy, legislative initiatives, program evaluation, community organization, community education.
8. utilize concepts and skills of empowerment in all forms of macro intervention.
9. engage in culturally competent practice in the assessment, planning, intervention and evaluation phases of community and organizational programs and initiatives. Culturally competent practice requires awareness of attitudes (i.e., practice that takes into account one's attitudes and beliefs about own culture as well as the client's); knowledge of particular client system's culture; and techniques adapted to client's culture.
10. use self differentially, with particular emphasis on the role and potential abuse of power in change efforts.

11. recognize the range of ethical dilemmas and engage in ethical decision making under the supervision of field instructors and others with expertise and authority.
12. foster a productive role for the agency within the community.
13. communicate effectively in a range of forums, e.g., public speaking, proposal writing, testifying, letter and memo writing, planning and evaluation reports, and supervision.
14. participate in a range of working groups, e.g., committees, task forces, staff meetings, community coalitions, and take on appropriate roles, e.g., member, staff, leader.
15. utilize relevant research findings in assessment and interventions in organizations and communities.
16. evaluate her/his practice effectiveness in terms of the interventions used and goals achieved.
17. identify, access, and utilize a range of resources for learning advanced knowledge and skills. (These include reading, conferences, seminars, meetings, task forces, group peer supervision, observing and being observed by other practitioners, involvement in research, and practice evaluation.)