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Senior Practicum Example (SWK 443-444, Senior Practicum I & II, Fall 2010)

Action Plans

Senior Student

Hillcrest Medical Center

September 17, 2010

1. Identify as a professional social worker and conduct one-self accordingly.

- a. Advocate five to seven nursing home referrals for patients who are needing nursing home care and discuss how I did with my supervisor after I have completed each referral by November 18, 2010. (Practice Advocacy)
- b. Write in my daily logs about my experiences working at Hillcrest each day after my practicum. (Practice self-reflection)
- c. Work with three clients conducting myself professionally by honoring boundaries and discuss it with my supervisor by November 11, 2010. (Attend to professional roles and boundaries)
- d. Attend two NASW meetings and talk to my supervisor about each meeting by December 16, 2010. (Engage professional demeanor)
- e. Attend six CMEs at the hospital and talk about them in my daily log by the end of my semester. (Pursue Life-long learning)
- f. Seek supervision or consultation twice a week from my supervisor to discuss each time I may have a question or a dilemma about a situation with a client or referral throughout my practicum experience and document each time in my log when my supervisor gives me advice. (Seek supervision and consultation)

2. Apply social work ethical principles to guide professional practice.

- a. Identify two patients in the hospital who deal with drug abuse issues that conflict with my personal values on this subject and talk to my supervisor about how I felt about the situation by October 21, 2010. (Manage personal values)
- b. Identify how I have used the NASW Code of Ethics properly in a situation with a client and discuss it with my supervisor by November 25, 2010. (Apply NASW code of ethics)
- c. Interview two social workers at the hospital about situations where there may not always be a right answer; document findings in my log by November 18, 2010. (Appreciate ambiguity)
- d. In two situations with patients try to figure out if there is an ethical dilemma going on in the patients life and consult with my supervisor the proper way of handling this dilemma by November 18, 2010. (Engage ethical reasoning to make decisions)

3. Apply critical thinking to inform and communicate professional judgments.

- a. Use the Basic Listening Sequence with three patients and document about it in my log by October 28, 2010. (Integrate knowledge)
- b. Apply the systems theory with two patients at the hospital and write about it in my weekly log by October 28, 2010. (Analyze practice models)
- c. Talk to three patients about resources that could help them with their issue (whether this is substance abuse, assistance with medication, etc.) by November 4, 2010. (Perform oral communication)
- d. Document ten referrals for patients and assessments that I perform on patients and have my supervisor sign off on them by November 11, 2010. (Perform written communication)

4. Engage diversity and difference to practice.

- a. Talk to two victims of abuse and neglect and discuss it with my supervisor by November 4, 2010. (Recognize oppression)
- b. Identify biases that I may have with three patients and talk about these biases in my log by October 28, 2010. (Investigate personal biases)
- c. Appreciate the way social workers may differ doing their jobs and discuss this with my supervisor by December 16, 2010. (Appreciate differences)
- d. Interview two different social workers about cultures that they are specifically familiar with in their life and write about it in my daily log by December 9, 2010. (Learn from cultural informants)

5. Advance human rights and social and economic justice.

- a. Observe three clients at the hospital and determine how injustice may impact their individual lives with their situation and discuss this with my supervisor by December 2, 2010. (Assess dynamics of injustice)
- b. Advocate for two different patients with getting the resources for how to apply for disability to pay for their medical bills and document it in my log by December 2, 2010. (Advance human rights and all forms of justice)

6. Engage in research-informed practice and practice-informed research.

- a. Perform three article critiques dealing with my practicum and turn them into my professor by October 7, 2010. (Apply research to inform practice)
- b. Document the various types of burns reported among patients in the Burn Unit and discuss findings with my supervisor at the end of the semester. (Apply practice to inform research)

7. Apply knowledge of human behavior and the social environment

- a. Perform three to five psychosocial assessments on patients who are referred by a doctor for a social work consult by December 9, 2010. (Apply bio-psycho-social-cultural-spiritual development to assessment, intervention, and evaluation)
- b. Observe four patients family members that are in their rooms and view how they may impact the environment of how the patient lives and reacts to their environment, and report this to my supervisor what I felt about these interactions by November 18, 2010. (Apply person-in-environment context to assessment, intervention, and Evaluation)

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work service.

- a. Assess case management policies over donations for patient's families in the case management department and talk about it with the manager of the department by November 25, 2010. (Assess policies that advance social well-being)
- b. Talk to my supervisor about policies dealing with Medicare and Medicaid and do two referrals to Cardin for Medicaid, which help patients, obtain medical care by October 14, 2010. (Use collaboration to advocate policy action)

9. Respond to contexts that shape practice.

- a. Do an agency analysis for my practicum agency and turn it in to my professor by September 10, 2010. (Continually appraise and respond to societal factors, trends, science, and technological forces that affect service delivery).

10. Engage assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- a. Perform four needs assessments on patients to evaluate what they may need in order for them to be successful when they leave the hospital; document my experience in each patient's chart by November 18, 2010. (Develop practice skills to engage,

assess, intervene, and evaluate services to individuals)

- b. Assist two families into getting access into the hospitality house and document it with my supervisor by October 21, 2010. (Develop practice skills to engage, assess, intervene, and evaluate services to families)
- c. Observe the group dynamics of the social workers and the case managers as they interact in two staff meetings and document my thoughts in my log by November 28, 2010. (Develop practice skills to engage, assess, intervene, and evaluate services to groups)
- d. Interview three representatives whose organizations provide services for or with the hospital about how they help serve their clients needs and compare and contrast the services to see where they may be lacking in areas for the clients by December 9, 2010. (Develop practice skills to engage, assess, intervene, and evaluate services to organizations)
- e. Talk to three businesses in the community around Hillcrest and find out if they can do anything to help the patients they may come to the hospital from out of town and talk to my supervisor about my experience by November 18, 2010. (Develop practice skills to engage, assess, intervene, and evaluate services to communities)

11. Integrate a personal Christian World View with professional social work values and ethics.

- a. Look up and reflect on five scriptures in the Bible dealing with social work practice and talk about them in my daily log by December 2, 2010. (Integrate Christian World View with social work and professional ethics)
- b. Talk to three other social workers or case managers about their spirituality and how it affects them in working at the agency by December 16, 2010. (Appreciate spiritual diversity)

Written Self-Reflection (Fall 2010)

Senior Student

Oral Roberts University

Sr. Practicum I & II: Social Work 443/444

Written Self-Reflection

November 29, 2010

1. Identify as a professional social worker and conduct one-self accordingly.

Summary of my Understanding of Competency

I feel that professional competency means for a person to think of themselves as a professional social worker, and for them to be able to present themselves in such a way as well. This competency is very important for a person to learn. By accomplishing competency, a person is showing that he or she knows what a true social worker should look like, and how they should perform when they are out in the professional field. Competency demonstrates that this person knows and is mastering the skills necessary to become a professional in the field of social work. The outcome of the competency is a professional person who is ready to work for people in the profession of social work. This is what I feel competency means for identifying as a professional social worker.

Completion of Action Plan

The first competency has six unique behaviors. For the behavior of practicing advocacy, my action plan was to advocate five to seven nursing home referrals for patients who are in need of nursing home care, and discuss how I performed the task with my supervisor after I have completed each referral. I have completed this by successfully placing more than seven people in nursing homes in the area. I do these kinds of nursing home referrals on a daily basis at the hospital and I believe that I have mastered the skills of advocating patient's placement by completing this behavior. For the second behavior, practice self-reflection, my action plan was to write in my daily logs about my experiences working at Hillcrest each day after my practicum. I believe that I completed this plan because at the end of every work day I would document my activities for the day in my logs. By doing this it really helped me reflect on ideas, concepts, and experiences that I may have learned from during that day. The third behavior was to attend professional roles and behaviors, and my action plan was to work with three clients conducting myself professionally by honoring boundaries and discuss it with my supervisor. I believe that I completed this by successfully by meeting with patients and their family members in the hospital. After I would finish meeting with these clients I would discuss how I did with Judy, and the majority of the time she felt that I was very professional. At times she would give me feedback on how to improve some of my skills. I know, however that I have been professional with at least three clients at Hillcrest Medical Center. For the fourth behavior, engage in a professional demeanor, my action plan was to attend two NASW meetings and talk to my supervisor about each meeting. I successfully completed this by attending one meeting in October and another one in November. The first meeting was about the Mental Health Association about homelessness, and the second one was about GLBT youth resources. After each meeting I would let my supervisor know what I learned and gained her feedback on the particular topics. For the behavior "pursue lifelong learning," my action plan was to attend six CMEs at the hospital and discuss them in my daily log. I was able to complete this; I went to six meetings, often I would attend one every Wednesday. The ones I went to were about ovarian cancer, prescription drug abuse, embryo donation and adoption, the flu for this season, infant deaths in Oklahoma, personality disorders, and concussions for teenagers. I can say that I successfully completed this action plan. To complete the behavior seek supervision and consultation, my action plan was to seek supervision or consultation from my supervisor twice a week to discuss questions I may have or a dilemma about a situation with a client or referral throughout my practicum experience, and document each time my supervisor gives me advice in my log. I definitely completed this plan because often, sometimes even everyday, when we had down time I would meet with my supervisor and we would talk about the day and my experiences. Judy would then give me her

feedback on my experiences. She would either praise me for doing well or give me advice on how to improve my skills and techniques in the future. This is how I successfully completed this competency of identifying as a professional social worker.

Rating and Rationale for my Assessment

I feel that I am exemplary in identifying as a professional social worker and conducting myself accordingly. I feel that I am exemplary in this competency for several different reasons. One way is that I have conducted myself as a professional in several ways throughout my life. I have lobbied the Oklahoma Senate, and the U.S. Senate and House of Representatives. When I have done this I always dressed as a professional, and I also always showed that I am knowledgeable about what I am lobbying for at the time. When I lobbied the Oklahoma Senate for the first time, I was speaking out about not having smoking in public places. At this time I was volunteering for the American Lung Association of Tulsa, so I had done my research before I went in to talk to all of these government professionals. After this, a few months later a bill passed that declared that there could not be smoking in public places. This was a great success for me. When I lobbied the United States Senate and House of Representatives I was lobbying a bill to make it easier for people with immune deficiencies to get their medicine that they needed in a cheaper way on Medicaid and Medicare. This time I had also done my research before meeting with these government professionals. During both of these times I was advocating for people who may not be able to speak for themselves. I was also providing professional demeanor, and attending to professional roles and boundaries. Another way that I am able to say that I am exemplary for this competency is because I have attended many trainings and seminars; this, I believe helps with self reflection, pursuing life long education, and seeking supervision. I have attended many medical training sessions at my practicum at Hillcrest Medical Center. I have also been to several American Lung Associations and Immune Deficiency Conferences. I have been to several conferences while being in the social work program at Oral Roberts University. These consisted of the Human Trafficking Conference and The Silent Wounds of War Veterans Conference. I believe that all of these examples from my life show how I have completed this competency with exemplary status.

2. Apply social work ethical principles to guide professional practice.

Summary of my Understanding of the Competency

I feel that this competency means to apply the knowledge a person has learned about the Social Work Code of Ethics to use as a guide when they are working with people in the field of social work. This is very important in order to be viewed as a professional social worker. This demonstrates that a social worker will be able to guide themselves according to the NASW Code of Ethics, and will be able to work with people professionally according to this Code of Ethics. This assists a social worker by guiding them when it comes to working with people, and prevents a social worker from the possibility of being sued if they are always being ethical in their practice. This is a very important competency to learn when a person desires to be a professional social worker.

Completion of Action Plan

The second competency on the action plan has four behaviors under it that guide this plan. The first behavior was to manage personal values, and my action plan for this was to identify two patients in the hospital who deal with drug abuse issues that conflict with my personal values, and talk to my supervisor about how I felt about the situation. This would often happen in the Burn Center with people who came in for issues related to burns. I would often ask Judy why these people would do this to themselves, because it would often make me so sick. She would tell me that we do not really know what they are going through in their life, and why they started this behavior, but she did agree that it was not healthy. This is how I believe I completed this plan. The second behavior is “apply NASW code of ethics,” and my behavior was to identify how I have used the NASW Code of Ethics properly in a situation with a client and discuss it with my supervisor. This happened when I would interact with clients, and I would often ask my supervisor questions dealing with conflict of interest and professional boundaries. One example of this was when one patient asked if he could use my cell phone to update his Myspace. I told him that he could not because that is overstepping boundaries. I then talked to my supervisor about this and she said that I did the right thing. For the behavior “appreciate ambiguity,” my action plan was to interview two social workers at the hospital about situations where there may not always be a right answer. For this behavior I interviewed my supervisor, Judy, and another social worker, Amy. They told me that this can happen quite often. They told me that I have to trust my assessments and my gut. For example, if I felt something was wrong, there probably is something that is not right in that situation. For the behavior, I was to engage ethical reasoning in order to make decisions. My action plan was in two separate situations with patients try to figure out if there is an ethical dilemma going on in the patient’s life and consult with my supervisor about the proper way to handle this

dilemma. I can think of two times when this happened. The first time was when I was doing an assessment and I discovered that the reason this woman kept coming to the hospital was because she did not have money to purchase her prescription drugs; therefore, I gave her a resource list of places that could assist her. The second encounter I had was when I was doing an assessment with a woman who was having her money taken advantage of by a family member. My supervisor had to work it out where her finances were being taken care of for her while she was sick to prevent this from happening. This is how I successfully completed this competency and the behaviors for it.

Rating and Rationale for Assessment

I believe that under this competency I am becoming more competent all of the time. I am not sure if I view myself as being exemplary yet. I believe that I am competent in many different ways. One way I feel that I am competent is that in my Practice I class in my junior year I learned the NASW Code of Ethics in and out. I also was tested over the Code of Ethics many times in the test for this class. I feel that it is very important to know the Code of Ethics and how each one of the Codes is supposed to be used in a professional social work setting. One other class that I also learned about the NASW Code of Ethics was in my Junior Practicum I and II classes. We would go over the Code of Ethics often in these classes. I feel that I know the NASW Code of Ethics very well from just attending these classes and learning how to apply them in my practice as a social worker. Another way I have become competent in the NASW Code of Ethics is when I try to apply them to my practicum setting. I tried to apply them often in my Senior Practicum at Hillcrest Medical Center when working with the patients. One way in which I applied them was with client confidentiality. This is very important when working in a hospital setting. This is also known as a HIPPA law at the hospital. I had to be very careful to keep what the clients had said to me very confidential when I was working with them at the hospital. One other way I tried to apply the NASW Code of Ethics in my senior practicum was by creating professional boundaries with the patients I worked with. This meant not doing things to overstep these boundaries. I feel that I am quite competent in this; however, I do feel that I need to learn how to apply the NASW Code of Ethics more in my practice before I can say that I am exemplary status. I feel that this will come in time by just continuing to work in the field of social work.

3. Apply critical thinking to inform and communicate professional judgments.

Summary of my Understanding of Competency

I believe that this competency states that a professional social worker should use their critical thinking skills in practice when making judgments on ideas, that for some reason one may not know the right answer. There are many times in life when a person may not know the right answer and they have to use critical thinking to figure out what is right. With critical thinking, there could be the possibility of several right answers. I believe that the outcome of this competency is to figure out the best answer or solution for the situation that a person may be working with at the time. A social worker may use critical thinking in several different ways, for example through oral and written communication. This is a very important competency for anyone to learn, not just for professionals in the social work profession.

Completion of Action Plan

The third competency consists of four behaviors. For the first behavior, integrate knowledge, my action plan was to use the Basic Listening Sequence with three patients and document about it in my log. I believe that I did this with more than three assessments that I did with patients. I would often use the BLS in all of my assessments with clients. This became part of my professional skills when I was dealing with patients. For the second behavior, analyze practice models, my action plan was to apply the systems theory with two patients at the hospital and write about it in my weekly log. I found myself using this without even thinking about it when performing my assessments. When dealing with patients who were dealing with poverty or homelessness, I would often ask myself what was going on in their life that brought them to this point. I would then try to encourage the client that things can be better in their life and to get better. The third behavior was to perform oral communication, and my action plan was talk to three patients about resources that could help them with their issues. This happened quite frequently at the hospital. I would provide resources for medication assistance, free clinics, and even drug abuse resources. I even found resources for people who needed a place to stay because they were from out of town. The fourth behavior was to perform written communication, and my action plan was to document ten referrals and assessments in patient's charts. This was my least favorite activity at the hospital. I often documented something almost every day, and was always afraid of saying the wrong thing. However, my supervisor only had to correct one of my documentations. This is how I completed the competency and its behaviors.

Rating and Rationale for Assessment

I feel that I have reached exemplary status with this competency. I feel that I have reached this status for several reasons. One reason that I am exemplary is because of the social work practice models I have learned in my Practice 2, Practice 3, HBSE, and HBSE 2 classes. I have learned several ways to use critical thinking skills in these classes when it pertains to working with different types of people. One model that I really like is the systems theory. I think that it is very important for a social worker to view all of the systems that could be affecting these individuals. I believe that this really helps a person gain insight into what is really going on in that person's life. Another theory I also enjoy using when working with individual is the strengths perspective. I think that it is very important to try to find a positive in every situation. I believe this can really give a person confidence to solve their own problems that may be going on in their lives. It also helps with self-determination for the person to make their own decisions and take an initiative toward changing their life. One other way I feel that I have completed exemplary status in this area is that I am very good with oral and written communication. I have spoken to many people in public about many different situations and have also helped several of my friends, and people I know with their problems by talking to them about them and being a good listener. I feel that I am good at solving problems by writing them out on paper and that this is very important to critical thinking. I believe that by just talking out the problem with a person, a social worker can come up with several solutions to their issues. This is why I think I am exemplary with the competency of dealing with critical thinking.

4. Engage diversity and difference to practice.

Summary of my Understanding of Competency

I believe that this competency deals with differences with the many different types of people a social worker could come in contact with on a daily basis in the practice. These deals with appreciating these differences and recognizing the biases a person may have with different types of situations and populations of people. I believe that this is a very important competency to understand and become competent in because every person on this planet has some type of bias, and it is very important to overcome these biases in many situations. It is very important to overcome them if a person is working in a helping profession, such as social work, and is important for a social worker to recognize oppression and items that may cause this impression, and try to eliminate these problems if they occur. This competency includes a variety of different types of populations dealing with an abundance of varying situations. I believe that this could be one of the most important competencies that a person needs to accomplish first if they are planning on being a professional social worker.

Completion of Action Plan

The fourth competency is "engage diversity and difference to practice," and under this competency there are four behaviors. For the first behavior, recognize oppression, my action plan was talk to two victims of abuse and neglect, and discusses their cases with my supervisor. I am not sure if I actually completed this plan due to the fact that I rarely encountered this situation. My supervisor would often deal with these problems and I did interact with two elderly people who were victims of neglect, but they did not realize that they were being neglected. APS became involved and took over in their cases. Many of these victims did not know exactly what was going on with their cases. For my second behavior, investigate personal biases, my action plan was to identify biases that I may have with three patients and talk about these biases in my log. I was able to do this quite a bit in the hospital. For example, I have had a bias against people who are homeless just because of the way they live. There were at least three patients I came in contact with in the burn center who were homeless. I realized with working with these people that they are just humans like everyone else. Many of them were a lot nicer than other patients in the hospital. I would document my thoughts in the impression section of my log when this kind of situation occurred. The third behavior is to appreciate differences, and my action plan for this was to appreciate the way social workers may differ in doing their jobs and discuss this with my supervisor. I was able to do this often and feel that I have completed this plan. I was able to work with three social workers this semester, and I noticed how each one of them did their jobs differently. I realized that there is no right way to do their jobs, just as long as they get their jobs done. I have discussed this with my supervisor frequently this semester and let her know my thoughts on the subject. For the last behavior in this competency, learn from cultural informants, my action plan was to interview two different social workers about cultures that they are specifically familiar with in their life and write about it in my daily log. I really enjoyed completing this plan. One social worker I talked to was my supervisor, Judy. She is part Native American, and still very involved in the Native American culture. Throughout the semester, I have had several instances where I was able to ask her about that culture, and how it differs from popular culture. I found this to be very interesting. The second social worker I talked to was Jamie. She knows a lot about the Latino culture. She was able to tell me a lot about how she deals with this culture in the Women's Center where she works. I did not realize how different

this culture could really be until she told me about it. This is how I was able to complete this competency with my action plan.

Rating and Rationale of Assessment

I would rate myself as exemplary in this competency. Since I chose social work as a profession, it has opened my eyes to a lot of oppression and personal biases that I have felt toward people that I did not even know were there. One way this has affected me was when I had my Junior Practicum at Youth at Heart in Tulsa. Youth at Heart is an agency that works with children in low income communities in Tulsa, Oklahoma. When I started I did not realize all of the biases that I had toward these kinds of people. I thought that many of them were just dirty and lazy and that was why they were in this type of situation. I found out that I was very wrong once I started this practicum. I discovered that many of these people were very hard working, and kind people. Most of all I learned that many of them were born into this type of life and many of them have never been taught the skills to overcome this type of lifestyle. I remember how close I came to these children, and when my practicum was ending I did not want to leave them. These children really opened up my heart to these types of populations, and I will never look at low income communities the same way again. I am so grateful for the times I got to experience with these children, and how they changed how I would think forever. One other time that I learned about oppression was in my Policy class. We read the book The Culture of Poverty. I learned a lot from this book. I had never really thought of poverty as being a culture or a way of life; however, this book really opened my eyes to this thought. Many of these people who are living in this type of environment have been living this way for generations. This is why they have never learned how to overcome their situation. One other class that I learned about biases and oppression was in my Minority Group Relations class. I learned so much about different cultures in this class, and about my own personal thoughts that I had about cultures that were completely wrong. I learned about the idea of white privilege that I have never really heard of before, but it makes sense to me. I just never really realized how ignorant I really was until I took a part in all of these experiences that have changed the way I will view the world for the rest of my life. This is why I feel that I am exemplary in this competency, because of all my classes and experiences dealing with other populations at risk.

5. Advance human rights and social and economic justice.

Summary of my Understanding of Competency

I believe that this competency means dealing with helping humans with their rights, and making sure that everyone in the world is able to have the same equal rights. I believe that human rights can consist of a variety of topics. I also feel that economic injustice is also very important to the idea of gaining money in order to live a healthy lifestyle. This means that everyone in society deserves basic rights, which would include shelter and food. These resources are basic for human survival. This also means that people should be able to obtain these basic resources to survive without being discriminated against. Social workers should advocate for people who cannot get these basic rights and needs for themselves. It is very important for social workers to understand this competency and advance the rights of human beings for social and economic justice.

Completion of Action Plan

The fifth competency on the action plan is to advance human rights and social and economic justice, and under this competency there were two different behaviors. The first behavior was to assess dynamics of injustice, and my action plan was to observe three clients at the hospital and determine how injustice may impact their individual lives and situations, and discuss this with my supervisor. I was able to do this a lot because working at Hillcrest Medical Center, there can be a lot of injustice with patients. One injustice that I really did not like was when patients were not able to obtain their treatment, or medicine that they needed to get better. I discussed this with my supervisor often. There were more than three clients that this injustice happened with, and it made me very frustrated at times. For the second behavior, advance human rights and all forms of justice, my action plan was to advocate for two different patients by obtaining the resources needed to apply for disability to pay for their medical bills and then document it in my log. I was able to do this often with more than two patients. When I did an assessment we would have self pay discounts to meet if they did not have insurance. I would then ask them question to identify if they could qualify for any assistance or Medicaid. I would then let them know about the process they needed to go through in order to obtain the help they needed. This was how I was able to accomplish this competency.

Rating and Rationale of Assessment

I feel that I am competent in this competency, and still feel like I have a little bit to learn before I will be completely exemplary in this competency. One way I have become competent in this was through topics that I have

learned in my social policy class. In this class I learned a lot about basic human rights, and how many people are able to get these basic rights with governments help. Many of these people receive the shelter that they need through section eight housing. These are houses for people who do not have very much income. There are also government programs such as food stamps, so people who do not make much money can have food to feed their families. This is very important for basic human rights. I also learned a lot about basic human needs in my HBSE class when we talked about Maslow's Hierarchy of Needs. This demonstrates what the basic needs for a human are food, shelter, security, and safety. This shows what Maslow felt was most important to have for a human being to survive. One other way I feel that I am competent in this competency is that I have had several discussions about these types of services at Hillcrest Medical Center with my supervisor Judy Turner. She knows a lot about services and has told me a lot about Medicaid and Medicare and how these programs work in Oklahoma. She has also helped me become aware of other services that are offered for people that need help in Oklahoma. She knows a lot about these services because she has worked in the social work field in Oklahoma for a very long time, and knows a lot about the majority of these programs. I am really grateful to have worked with her because she has been able to explain to me many of services that are available to people and how people can get these services if they are in need of assistance. I feel that I still have a little bit to learn and experience before I can say I am exemplary in this competency, but overall I feel that I am competent in advancing human rights for equality and economic injustice.

6. Engage in research-informed practice and practice-informed research.

Summary of my Understanding of Competency

I feel that this competency means that social workers should use the research that they gather to improve their practice, and to gather research on subjects to improve social work practice as a whole. I believe that research that social workers read and hear can really help them when they are working in a practice to become better at their particular job. I believe that this data that a social work can gather from their particular area of expertise can really help others who may want to learn more about that subject or topic. I also feel that it is very important for social workers to work together to share their information with one another when they do get new information. I believe that this helps social workers grow, and further their education. This kind of data could include qualitative and quantitative research. I feel that both of these types of research are important to an improving practice. With this competency, the accomplishment is for the social worker to continually learn and grow about certain topics to improve the lives of people that they may be working with as clients out in a professional setting.

Completion of Action Plan

Under the sixth competency there were two behaviors. The first behavior was to apply research to inform practice, and my plan was to perform three article critiques dealing with my practicum and turn them into my professor. I accomplished this plan early in the semester. I did one on medical social work, pregnancy issues with women and medical social workers, and burn victims. All of these articles were very interesting and I learned a lot from doing the critiques. For the second behavior, apply practice to inform research, my action plan was to document the various types of burns reported among patients in the Burn Unit and discuss findings with my supervisor at the end of the semester. I have been doing this for my supervisor and have found out many things about burns from doing this. We have had about five burns related to meth. There have been about ten burns that are from working on cars, or with some types of machines. Also, many of the child's burns are from ramen noodles. I found all of this to be very interesting, especially about ramen noodle burns among children. I am still working on this plan because my practicum is not over yet. This is how I have done on completion of this competency.

Rating and Rationale of Assessment

I feel that my rating for this competency should be competent because I do not think that I am completely exemplary in this competency. I feel that I still have some more to learn in this competency before I can say that I am exemplary. There are several reasons why I feel that I am competent in this competency. One reason I feel that I am competent is because of my Research Methods class that I took my junior year. This class was very intense and it taught me so much about doing research as a professional social worker. It taught me that research is very important to improve the practice of the social work profession. Also, in this class I had to conduct my own research with a partner. This is how I really learned to come up with a study. This is when I learned about the different sections of research papers for social workers. There are so many sections to research. I also know that I will continue to grow in this field of research when I take my Senior Paper Class next semester. This is going to be very intense research over a certain topic all by myself. One way that I have used my research to improve my practice was this year in my Senior Practicum at Hillcrest

Medical Center. This was done with our assignments of the article critiques that we had to do for assignments. These assignments made us find an article that related to our practicum and write about what we thought about the article. I really did use the research that I had found in these assignments, and tried to apply this research to things that I was doing at Hillcrest Medical Center. I also used it to help with some of my thought processes when I would work with people at the hospital that I had to do with the research that I would find. This is why I feel that I am competent in this particular competency.

7. Apply knowledge of human behavior and the social environment

Summary of my Understanding of Competency

I feel that this competency has to do with the understanding of how human behaviors are determined by a person's environment. I believe that a social worker should know these types of skills, especially if they are working with people. This has to do with psychosocial assessments, and figuring out what is going on in a person's particular environment that could be causing the problems in the individual's life. It is very important for a person to know about lifespan development, and many developmental theories that take place in a person's life. By applying these theories this helps social workers understand a person biological, spiritual, social, psychological, and cultural development better. By accomplishing this competency professional social workers are able to deal with people better because they can apply these theories to a person's individual life and try to figure out what could have happened in this person's life to help assist them in solving their problems. This is what I think about this competency, and how it impacts a professional social worker.

Completion of Action Plan

The seventh competency has two behaviors under it. For the first behavior, apply bio-psycho-social-cultural-spiritual development to assessment, intervention, and evaluation, my plan was to perform three to five psychosocial assessments on patients who are referred by a doctor for a social work consult. I have done eight to ten of this type of assessment. The majority of these assessments take place in the burn center. We did this often when patients were new, and we needed to find out what brought them to the hospital. This would often be done to see if there were any other problems that could be going on in the patient's lives. For the second behavior, apply person-in-environment context to assessment, intervention, and evaluation, my plan was to observe four patient's family members who are in their rooms and view how they may impact the environment of how the patient lives and reacts to their environment, and report to my supervisor what I felt about these interactions. I was able to observe this with many patients during assessments. I remember I felt that some patients were afraid to explain things when their family members were in their room. Many patients seemed to be intimidated by family in the room. Some family members were very concerned for their loved ones, so Judy and I would try to comfort them if they needed anything. Some people were more talkative with their family members in the room, as if their family would help them remember experiences that had happened. This is how I was able to complete this competency for my action plan.

Rating and Rationale of my Assessment

I feel that I am exemplary in this objective in many different ways. One way that I feel I am exemplary is from my Practice II Class. In this class I had to do individual counseling with a fellow classmate. During this assignment that took place throughout the semester, I had many different assignments. I had to meet with this classmate for eight one-hour sessions. For each session I had to have soap notes. I also had to perform a psychosocial assessment on this classmate. At the end of the sessions I had to perform a case summary, and explain how I felt all of the sessions worked out with my client. This really taught me how to view a person and how they may be affected by their environment. I also took HBSE I and HBSE II classes which taught me a lot about theories in lifespan development, and theories in the field of social work. These were very interesting classes that made me think about what people go through in life and in their environment that may impact them when they get older. I really enjoyed both of these classes, and gained a lot of information about theories that I had never known before. One other way I feel that I am exemplary in this competency is at my practicum at Hillcrest Medical Center I do at least one psychosocial assessment a week that helps me view what is going on in this person's life, and how this may affect their stay in our hospital. This is very important to do on certain patients in the hospital. This is why I feel that I am exemplary in this competency.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work service.

Summary of my Understanding of Competency

I feel that this competency has social workers look at policies that can help assist their clients who have needs. In this competency social workers know the services that deal with people, and how these services can have an effect on people who are receiving them. This means that social workers should know how these services and policies work. They should also know of any new service and resources that could affect their clients. By knowing these services and policies, social workers can help their clients get the assistance that they may need to have a better life. These services and policies are often changing; therefore, social workers should stay on top of these changes in order not to make any mistakes that could prevent their clients from not getting the proper services or resources that they may need. Social workers should also be aware of the process to take to get these services, and what the client has to do to receive the help that they need. Social workers should then do whatever they can to assist their clients with these services. This is what I feel this competency really means to me.

Completion of Action Plan

Under the eighth competency there are two behaviors. The first behavior was assess policies that advance social well-being, and my action plan was to assess case management policies over donations for patient's families in the case management department and talk about it with the manager of the department. I was able to complete this objective. I was able to talk to the case management office manager, and she informed me about this policy. She told me that they do not really give donations because they are a for-profit organization. She said that they could not do tax right-offs because of this reason. She did inform me that many people donate clothing for the clothing closet for patients. This was one donation they do take a part in because this did not include tax exemptions. Many of these clothes are used articles of clothing. The second behavior was to use collaboration to advocate policy action, and my action plan was to talk to my supervisor about policies dealing with Medicare and Medicaid and do two referrals to Cardin for Medicaid, which helps patients obtain medical care. I have had three conversations throughout the semester dealing with this topic, and have done two Cardin referrals. Cardin is the company that does Medicaid applications with patients. She explained to me that there are many different forms of Medicaid, and how long it has to be to get Medicare when a person is on disability. I did not know any of this information before I started working in this type of hospital setting. This is how I accomplished this competency.

Rating and Rationale of my Assessment

I feel that I am acceptable in this particular competency. The reason I feel this way is because there is just so much a person has to know to figure out the process of obtaining some of these services. There are so many rules and guidelines to know and understand in order to help a social worker's clients. I feel that I still have a while to go before I am competent, or even exemplary in this competency. One way that I feel that I am acceptable in this particular competency is from my Social Welfare Policy Class that I took my junior year. In this class I learned a lot about services and policies that can affect people who need assistance. In this class I learned about food stamps, TANF, social security, and healthcare through the government. There just seems to be so much to know, and then to actually get this service is another story within itself. At times it just seems so overwhelming. I can say though, at my Senior Practicum at Hillcrest Medical Center I did come to understand Medicare and Medicaid a lot better. I learned that these are very important to have if a person needs medical care. My supervisor was always explaining to me how these programs work, and how there are so many different forms that have to do with these programs. At times this was just so overwhelming, and I am not sure how my supervisor remembers all of this information. I also learned about several other resources at my Senior Practicum. I now have my own resource list of agencies in the area that I can refer people to that need help in a particular area in their life. I will keep this resource list for a long time, but the sad thing about these lists is that they are always changing. Some of these agencies cease to exist, and new agencies pop up to help with the problem. This is why I feel that I am acceptable in this competency dealing with understanding policies and services.

9. Respond to contexts that shape practice.

Summary of my Understanding of Competency

I feel that this competency has to do with factors that may shape in resources a person may use in their social work practice. Social workers should be aware of these factors, and know what to do in their agency to help their clients. I believe that this means a social worker should know their agency inside and out, so they know how to change parts or

services in the agency that may need changing. It also helps with getting a social worker's clients needs met, by knowing what a person's particular agency can offer. This could help promote change in the lives of so many different people. By knowing the agency, this can help the social worker to get the job done faster and effectively. Knowing where a social worker's agency stands on certain topics and issues that relate to human's problems is extremely important. I believe that this could also help with promotion within a person's own agency or place of business. This is a very important outcome for a social worker trying to accomplish this competency.

Completion of Action Plan

The ninth competency only has one behavior. The behavior is to continually appraise and respond to societal factors, trends, science, and technological forces that affect service delivery, and my plan was do an agency analysis for my practicum agency and turn it in to my professor. I was able to complete this competency early in the semester. I did the analysis and learned a lot about my agency I am working at for my practicum. This was a very helpful plan for me to learn about how my agency runs. It explained to me a lot about how my agency works, and how it helps people. It also helped me learn a lot about the history of my agency. Most importantly, it helped me realize the services that my agency offers, and what clients we can serve. This is how I feel I accomplished this action plan.

Rating and Rationale of my Assessment

I believe that I am competent in this competency. I am competent because I feel I know how this competency works well enough to be competent. However, I do not know feel that I know enough to be exemplary. I feel that I am competent in this because I have done many agency analysis reports. I have done one for my Intro in Social Work class, My Junior Practicum class, and my Senior Practicum class. When doing these types of reports I learned a lot about many different agencies and how they ran. I also learned about the history of the agency and how it came to be. I also feel that I am competent in this competency because know a lot about other organizations from places I have volunteered. I have learned a lot about what service agencies can offer these people by volunteering for them. I have also been to many leadership conferences for some of the places I volunteer, and these helped me now how to work with people. This also helped me know how to run a small group of people and also how to work with agencies and businesses that a person may wish to start when they become a professional. With all of these experiences I feel that I am competent in this particular competency.

10. Engage assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Summary of my Understanding of Competency

I feel that this competency means that a professional social worker needs to know how to work in many different types of situations. This could be with individuals one on one, with families in a therapeutic setting, in a small group setting, with organizations that may offer services or assistance, or entire communities with community planning. I feel that all of these kinds of settings are very important in order to know how to work with as a professional social worker. By being able to work in multi-level fields, this leads social workers with working with almost any kind of field with any type of population. This makes professional social workers very multidimensional and shows that we are competent in many different areas that affect human life. This makes social workers marketable to many businesses, organizations, and agencies that may deal with people and their problems in some way. This is what I feel this competency means to me when working in different types of settings with people.

Completion of my Action Plan

Under the tenth competency there are five behaviors for the action plan. The first behavior is develop practice skills to engage, assess, intervene, and evaluate services to individuals, and my plan was to perform four needs assessments on patients to evaluate what they may need in order for them to be successful when they leave the hospital; I also planned to document my experience in each patient's chart. I did this often in the burn center when the patients were "self pay." We did this to figure out how to help the patients pay their bills because this was always a big deal. I have done these types of assessments at least ten to fifteen times this semester. For the second behavior, develop practice skills to engage, assess, intervene, and evaluate services to families, my plan was to assist two families into getting access into the Hospitality House and document it with my supervisor. I was able to make several referrals for the Hospitality House this semester. I would also always explain the house to the patient's families when I made a referral for them. I would do this to notify them about the services, and to determine if they qualified for the house. For the third behavior, develop practice skills to engage, assess, intervene, and evaluate services to groups, my action plan was to observe the group dynamics of the social workers and the case managers as they interact in two staff meetings and document my thoughts in

my log. I observed this many times throughout my practicum. One thing that I noticed was that the case managers and the social workers are usually really close friends, and worked as a team to get patients discharged from the hospital. This was at times, surprising to me. The fourth behavior was develop practice skills to engage, assess, intervene, and evaluate services to organizations, and my plan was to interview three representatives whose organizations provide services for or with the hospital about how they help serve their clients' needs and compare and contrast the services to see where they may be lacking in areas for the clients. I am not sure if I got to interview three organizations, but I know I interviewed two. One was a home health agency, and they talked about how getting services for their patients who did not have much money was really tough at times. The other organization I talked to was a nursing home who told me the reasons they could not accept several patients was if they had Medicaid pending. They realized that this could be hard for the patient, but they just cannot do it. The fifth behavior was develop practice skills to engage, assess, intervene, and evaluate services to communities, and my plan was to talk to three businesses in the community around Hillcrest and find out if they can do anything to help the patients who may come to the hospital from out of town and talk to my supervisor about my experience. I was able to talk to ten organizations about food donations for patients who came in from out of town in the hospital. Many of the organizations I talked to had a hard time helping out and giving. At times this really made me upset. Some of the businesses I talked to were Quiktrip, Chipotle, Genghis Grill, Panera Bread Company, Wendy's, Goldies, Sonic, Qdoba, Whataburger, and many more. When dealing with many of these businesses, I had to contact someone at their corporate office in order for them to help. I have worked on this for the majority of my practicum at many different times throughout the day. Many of these businesses did donate food vouchers, which made me very appreciative; however every business that I talked to had their own way of doing donations. This helped me understand how these businesses were different and similar. This is how I feel I met my action plan behaviors under this competency.

Rating and Rationale for my Assessment

I would rate myself as being competent in this competency; however, I would not say that I am at exemplary status quite yet. I still feel that I have more to learn before I can say that I am exemplary. I feel that there is a lot to learn and be experienced with under this competency before a professional social worker could say that they are exemplary status. I feel that I am competent in many different ways. One example I would give for individuals is that I have done counseling in class with a classmate, and I have done many assessments with individuals at Hillcrest Medical Center with my senior practicum. An example that I could say for working with families is that I have worked with families at Hillcrest when the patients are sick, also I have talked to many families at Hillcrest when I make referrals to the Hospitality House of Tulsa for patient's families to stay when their loved ones are sick and they are from out of town. An example that I have when I am working with groups was my junior year I took Group Dynamics class where I had to lead my own small group with two friends and write papers about the dynamics of the group. This class really taught a lot about working with groups and the different stages of group development that can occur. An example I would have with working with organizations is that I have volunteered for many non-profit organizations throughout my life. These organizations have taught me a lot about how these places serve people and their needs. These have all taught me something new about myself and how organizations function. Within the community, I have been to several community meetings throughout my college career. I have also been to several conferences my senior year. I went to a Veterans Conference and a conference over Indian Child Welfare. These conferences taught me a lot about how communities plan these types of conferences. Also my Practice IV class that I am taking this year has taught me a lot about community planning and organizing. These are all examples on why I feel that I am competent in this competency.

11. Integrate a personal Christian World View with professional social work values and ethics.

Summary of my Understanding of Competency

I feel that this is a very important competency. I think that this competency means that Christian professional social workers should integrate their Christian values with the way they work with people on an ethical level. I feel Christian values make a social worker different from other social workers. With this competency, social workers are trying to show the love of Christ with people with which they are working. This shows our clients that we genuinely care about them, and we want to help them in any way we can. I believe that social work is a mission field and this competency can show the same. This is very important for social workers who are Christians in this profession. This is a way we as social workers can be the hands and feet of Jesus Christ to people who are hurting in the world. I feel that this competency also shows how social workers are respectful of other people's spiritual beliefs as well. Professional social workers must be non-judgmental when working with clients. This is very important to the social work profession and very important to a person's right to self-determination. This is what this competency means to me.

Completion of Action Plan

The eleventh competency is to integrate a person's Christian worldview with professional social work values, ethics, and practice, and under this competency there are two behaviors. The first behavior was to integrate Christian World View with social work and professional ethics, and my action plan for this behavior was look up and reflect on five scriptures in the Bible dealing with social work practice and talk about them in my daily log. I feel that I was able to accomplish this action plan. One verse that I found was the verse that we chose for social work club this year. The verse is 1 John 3:18. I believe that this verse demonstrates everything about what social work really means. Another group of scriptures that I found were Philippians 2: 1-11. This group gives many verses about serving others and a person's reward in return. One other verse that I found was 1 Peter 4:10, which demonstrate using person's gifts to serve others and help them out. All of these verses help me see how the social work profession can be a ministry. The second behavior is to appreciate spiritual diversity, and my action plan was to talk to three other social workers or case managers about their spirituality and how it affects them in working at the agency. I was able to do this at my practicum this semester. One person I talked to was my supervisor about what she believes; she told me that she is a Christian, and where she attends church. Another social worker I talked to discussed how she feels being a Christian in social work, and how she became a social worker because of her Christian beliefs. Then I talked to one case manager about her religious beliefs and how she feels that she is showing people God's love through case management. This is how I feel I have accomplished my action plan for this competency.

Rating and Rationale for my Assessment

I feel that I am exemplary in this particular competency. I feel this way for several different reasons, and have several examples to back up why I feel this way. One reason is that I attend Oral Roberts University. I believe the majority of my classes at ORU have taught me how to be a professional out in the world, but at the same time be a Christian. This is very important for me to learn because when I get out into the world not everyone is going to believe the same way that I do. Also, in my Practicum II class we had to read a book and do a report on it about being a Christian social worker. This book really explained in step on how a person can still be a professional social worker, but a Christian at the same time. This book was very influential to me, and I was very happy that I had to read it. It taught me a lot about balancing a person's professions and beliefs. I have learned a lot about being a profession social worker and integrating that with my Christian beliefs by all of my social work professors. I am also very involved with my local church where there are a lot of professionals who are also Christians, and I have talked to several of them about how they balance this in their professions. I feel that this has been a valuable tool for learning about how others do it. This is why I feel that I am exemplary in this competency of integrating a professional social worker and their personal Christian worldview.

Junior Practicum I Example (SWK 341, Fall 2010)

Action Plan

Junior Student

Action Plan:

1. Identify as a professional social worker and conduct oneself accordingly
 - a. Attend STAY team meetings and record in practicum journal weekly by November 26, 2010 (**Practice Advocacy**)
 - b. Keep a journal throughout practicum placement process answering these three questions on a bi-weekly basis:
 - i. What challenges did I face these past two weeks?
 - ii. How did I deal with it?
 - iii. How effective was the way I handled the challenge? Finish by November 26, 2010 (**Practice Self-Reflection**)
 - c. Sit in on three or more counseling sessions taking note on one to two ways she conducts herself professionally with students record in practicum journal. Due by November 26, 2010 (**Attend to professional roles and boundaries**)
 - d. Bring a notebook, pen, paper, and any other tools needed for practicum each week. Record in practicum journal Due by November 26, 2010 (**professional demeanor**)
 - e. Attend three social work club meetings; record in practicum journal by November 30, 2010 (**Pursue life-long learning**)
 - f. Meet with my supervisor bi-weekly to discuss my progress and future progress within the practicum; record in practicum journal. Due by November 26, 2010 (**Seek supervision and counseling**)
2. Apply social work ethical principles to guide professional practice
 - a. Note three times when my personal values differed with a student being counseled; record in practicum journal by October 18, 2010 (**Manage personal values**)
 - b. Identify two situations when I had to consult my practicum supervisor on a situation I was unsure about what I should do; record in practicum journal by November 17, 2010 (**Appreciate Ambiguity**)
 - c. Discuss with practicum supervisor three common ethical dilemmas she faces as a school social worker; record in practicum journal by September 22, 2010 (**Engage ethical reasoning to make decisions**)
3. Apply critical Thinking to inform and communicate professional judgments
 - a. Identify three times when I used microskills listed in the Ivey and Ivey text from Practice II; record in practicum journal by October 13, 2010 (**Integrate knowledge (from classroom to the field)**)
 - b. Identify three or four strengths in a client when conducting an interview with a student; record in practicum journal by November 17, 2010 (**Analyze practice models**)
 - c. Brainstorm ideas with my supervisor once a week on possible discussions for the next week's STAY team meeting and debrief that weeks STAY team meeting; record in practicum journal by November 26, 2010(**Perform oral communication**)
 - d. Present my thoughts, ideas, improvements that can be made, as well as my overall experience in this placement; record In practicum journal by November 29, 2010 (**Perform Written Communication**)
4. Engage diversity and difference in practice
 - a. Observe and reflect on at three instances when discrimination, belittling, or any other type of name calling took place in an interpersonal relationship; record in practicum journal by November 17, 2010 (**Recognize oppression**)

- b. Name at least two times when you had to self-check yourself for biases you held; record in practicum journal by October 25, 2010 (**Investigate Personal Bias**)
 - c. Name two instances when I spoke with someone who had different views and I was able to agree to disagree rather than force my views on them; record in practicum journal by November 1, 2010 (**Appreciate differences**)
 - d. Attend at least one Spanish club meeting, one Hebrew club meeting, one German Club meeting, and one French club meeting and be able to name two things new and different I learned; record in practicum journal by November 1, 2010 (**Learn from Cultural informants**)
5. Advance human rights and social and economic justice
- a. Help make two changes in the TRAICE program; record in practicum journal by November 26, 2010 (Detention) (**Assess dynamics of injustice**)
 - b. Attend the Red Cross AIDs awareness training camp; record three new facts learned at the camp in practicum journal by October 29, 2010 (**Advance human rights and all forms of justice**)
11. Integrate a personal Christian World View with professional social work values and ethics
- a. Note two times when your ethical decision making in the field were in line with your Christian World View; record in practicum journal by October 4, 2010 (**Integrate Christian World View with social work values and professional ethics**)
 - b. Talk to two people with different faiths and look for value in them; record in practicum journal by November 15, 2010 (**Appreciate spiritual diversity**)

Written Defense of Competencies

Junior Practicum 1: Social Work 341

Professor Tucker

Junior Student

11/25/10

1. Identify as a profession social worker and conduct oneself accordingly.

A. Social Workers serve as representatives of the profession, its mission, and its core values. They know the professions' history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

B. We need to understand its past in order to fulfill what it represents. In completing this task, we make a life-long commitment to pursue social work in its ever changing practice. So the goal would be to constantly be reevaluating our performance to maintain the integrity of the profession.

C. Action Plan Objectives

I. Attend SAFE team meetings and record in practicum journal weekly by November 26, 2010 (**Practice Advocacy**)

The SAFE team is a group of students who act as the "eyes and ears" of Memorial High School. I practiced advocacy, through the activities we participated in, such as attending a Red Cross HIV/AIDs training, that we would later present to the tenth graders at Memorial; executing a canned food drive, orchestrating the logistics of the blood drive that will take place in the Spring, putting together thanksgiving baskets for needy families of students referred to Ms. Wilson, and lastly counseling students deemed "at risk," whether that be suicide, bullying, homeless, etc.

II. Keep a journal throughout practicum placement process answering these three questions on a bi-weekly basis:

I. What challenges did I face these past two weeks?

II. How did I deal with it?

III. How effective was the way I handled the challenge? Finish by November 26, 2010 (**Practice Self-Reflection**)

On September 21, 2010 I wrote about a challenge with a girl who claimed she was being abused mentally and verbally by her mother. She however, felt that with DHS getting involved—again—it was only causing the situation to get worse. She went on to describe the abuse she was suffering, and I hung on every word she said. At the time, Ms. Wilson left for a meeting and did not return for an hour and a half, during which we spoke with the student. When Ms. Wilson came back it was determined there was really nothing any of us could do for her. There was no proof, and when asked for concrete examples she could only name abstract feelings of abuse. It took all of five minutes for Ms. Wilson to determine that this girl may or may not be being abused, and at her age and with only her word as any proof DHS really had no right to come in their home and move her. When we really got down to what the student wanted to have done for her it was actually a not very realistic portrayal. It seemed she was just feeling lonely at her new school and wanting her old friends back. In this situation although I used an array of good listening skills and knew when to draw out her story, I wrote on the question of how I could have handled the situation more effectively by focusing on what she actually wanted done. Some clients just want to be heard, and when asked to move to action are not interested. I think I got my first glimpse at a client like this. This was just one example of some of the challenges I faced at my practicum.

III. Sit in on three or more counseling sessions taking note on one to two ways she conducts herself professionally with students; record in Practicum Journal. Due November 26, 2010. (**Attend to professional roles and boundaries**)

September 21, 2010 I noticed with the student I described above that even though Ms. Wilson already had a hunch that there was really nothing we could do for her at this point other than file a report that would most likely be screened out by DHS, she did not cut her off. Instead, she listened to her respectfully and with ease

made it obvious that what she wanted was not realistic—both to the student once she actually voiced what she wanted and to me when I heard it in plain terms.

November 3, 2010 a student came in who was homeless. He had been couch surfing for the better part of that month, and finally ended up in Ms. Wilson's office. She asked him what his situation was, determined his need and what he was eligible for, helped him fill out the application for YST, set up an appointment with the YST representative, and had me fill out an Angel Tree form for this Christmas. It was definitely a full process of observing how a social worker is to operate from the beginning to the end and making sure that every step was taken to make sure he got the care he needed.

On November 1, 2010 we spoke to a student who was having some relationship problems. There was a possible case of bullying with his friends and his ex-girlfriend, but when we spoke to him, from what he said, he had nothing to do with it. He explained that all he wanted was to be done with the relationship that was "drama." We were told to mediate regardless of his un-involvement. Ms. Wilson later found out that he had begun dating her again despite his claims that she was all wrong for him, had cheated on him, and only came to school every nine days to avoid being de-enrolled on the tenth day. However, as social workers Ms. Wilson practiced her code of ethics by allowing the client their right to self-determination. Despite the fact that we may think that he was being irrational with this girl that seemed all wrong for him, we would mediate, because we were told to, but once that was over, he had to come to the conclusion himself what he wanted to do—we can only make the situation more clear to the client.

IV. Bring a notebook, pen, paper, and any other tools needed for practicum each week. Record in practicum journal, due by November 26, 2010 (**Professional Demeanor**)

Each week I made it a point to bring my practicum journal, my Memorial High School ID, and a pen. I feel I practiced my professional demeanor by making sure that I could always be easily identified as an intern at my practicum, and not become a security problem. Moreover, I brought a journal that acted as evidence of what I was doing each week aside from my weekly logs. It helped me to look like I was engaged and constantly taking notes about what Ms. Wilson said, even if it did not specifically meet any action plan requirements.

V. Attend three social work club meetings record in practicum journal by November 30, 2010 (**Pursue life-long learning**)

I attended three social work meetings beginning with Professor Kiel giving his testimony. It was amazing to finally get a chance to see our professors in all their vulnerability and their journey in discovering that social work was where God was leading them. Next was the Veteran's panel. They all gave their stories of their involvement in the military and what it was like reintegrating back into "civilian" society. They all talked about how they were all given ample information of places they could go to seek help whether it was PTSD, or the simple need to have someone to talk to about their experiences. One woman talked about her son committing suicide as a result of severe PTSD in the military. It was eye opening to know how great a need it was for social workers to help this often overlooked sect of people. Lastly, I attended the social work club meeting whose speaker was from the mental health association. He talked about some basic principles he did as the executive director there and how the skills we are learning today do not change when you get to the Executive level. He also touched on his personal journey and experiences with clients as a new social worker.

VI. Meet with my supervisor bi-weekly to discuss my progress and future progress within the practicum; record in practicum journal. Due by November 26, 2010 (**Seek counseling and supervision**)

On September 22, 2010 one of my bi-weekly progress reports, I asked my supervisor what we I was doing well in my practicum, what I needed to work on, and what she would like to see me do more in the future. She reported that I had a great ability to be flexible, and that I was able to relate to kids that were not too much younger than me, but at the same time exemplify myself as someone they needed to respect. She also noted that I was always up for the challenge. Some things she wanted us to work on were to keep her informed on making sure I am checking my action plan and making her aware of any unmet objectives as well as keep a copy of it in my folder in her office. In the future she said she would like to have us come prepared for doing mediations and have the format of it memorized or at least rehearsed before our next mediation. After this initial report, I continued this format of bi-weekly progress reports throughout.

2. Apply social work ethical principles to guide professional practice.

A. 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.

B. Engaging in ethical behavior is not a choice, and as we begin our professional careers we begin to use the resources we've been given in our classes. It means that we integrate the materials given and use them as a guide (i.e., the Code of Ethics and seeking supervision and consultation). We make a conscious effort to step back and objectively think about the decisions we are making.

C. Action Plan Objectives

I. Note two times when my personal values differed with a student being counseled; record in practicum journal by October 18, 2010. (**Manage Personal Values**)

During the Red Cross HIV/AIDs training we each were given a sheet of paper that listed if we agreed or disagreed with a set of statements. Some of the questions would be "Being gay is okay," or "I think it is okay to burn the flag." The catch was we had to switch papers with someone else, and be that person. We had to walk to two sides of the room depending on if we agreed or disagreed with the statement. However, we were not our own opinions; we were the opinion of those whose paper we had. We had to defend their point of view even if we did not agree with it. My paper said that the Death Penalty need to be withheld and I had to defend my position even though it was not my opinion. In this way, I had to take someone else's differing idea, but at the same time learn to understand their perspective different from my own. Another example would be when Ms. Wilson and I talked about a case of a brother and a sister. My value was that students needed to stay in school and dropping-out was not an option. I had to learn that sometimes the best thing for a student however much I disagreed was to let them choose that option if that's what they wanted. If their parents signed for it, it was the law, and all I could really do was make sure they enrolled in a GED program and hope they passed and were able to get a good job. I think that was one of the hardest things I had to accept during this practicum. I almost knew that they had no idea the life-long consequences they were choosing at such a young age.

II. Identify two situations when I had to consult my practicum supervisor one situation I was unsure about what I should do; record in Practicum Journal by November 17, 2010 (**Appreciate Ambiguity**)

A teacher came to us for help in figuring out how to get her class under control. Almost every student in the class she had given at least one referral to if not more for behavior problems. I went to the class and saw that students, despite her best efforts, did not want to listen to her. I came up with a few solutions, but still was unsure of how to execute any of my ideas. So I had to consult my supervisor on how we could resolve the conflict. We were unable to do very much, because of lack of funding, but we were able to call down students individually and tell them we were calling their parents. These actions, in conjunction with coaches helping her to discipline the sports players in practice led to a change in behavior. Another time when I had to consult my supervisor was in regards to the TRAICE program. I knew there were things that could be changed, but like the Ramp Up program I needed to consult her and ask her how we could go about the change under school policy and what was and was not a feasible option.

III. Discuss with practicum supervisor three common ethical dilemmas she faces as a school social worker record in practicum journal by September 22, 2010 (**Engage ethical reasoning to make decisions**)

On September 22, 2010, we discussed some ethical dilemmas she faces. One was when she knows there is more to a student's story that they are unwilling to tell her. She says it happens all the time, and despite the fact that she knows there might more to the story, or some sort of crisis going on, they do not have to tell her what is going on if they do not want to, so it is hard for her in that sense. She also comes across a lot of students who lead alternative lifestyles. She says that she does not try to correct their behavior, but always asks the question of if they have some sort of faith they subscribe to. It tends to open up feelings for them that they might not be willing to discuss if she preached at them. If they say they have some sort of faith, she asks what that faith means to them and how they are dealing with their faith at the present.

3. Apply critical thinking to inform and communicate professional judgments.

A. 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.

B. Social work is more than just passion and recognizing a need for change, it is also a profession. There needs to be a knowledge base that allows us to work with people from a logical and evidence based practice. The goal is to enrich our minds, and not let our learning stop upon reaching our educational aims.

C. Action Plan Objectives

I. Identify three times when I used microskills listed in the Ivey and Ivey text from Practice II; record in practicum journal by October 13, 2010 (**Integrate knowledge from classroom to the field**)

When we counseled the girl on September 21, 2010, who claimed she was being physically and mentally abused I consciously used skills like: open and closed questions, paraphrasing, empathy, a non-judgmental attitude, and verbal encouragers. With this, I was able to assess her situation, and she talked to me for over an hour and a half. It was awesome to know what I was doing, and as the text said, I could predict how she was going to respond to my encouragers and other “skills.” On October 5, 2010, we performed our first mediation. In this mediation, we used the basic listening sequence of encouragers, open and closed questions, paraphrasing, and perspective taking, to help encourage the students to give their side of the story to each other and figure out a solution. We finished with actually forming a contract between them and what they would do in the future if another conflict arose. Lastly on November 11, 2010 I conducted short interviews to gain information on what some of the pregnant teens would want from the Angle Tree. I purposefully tried to establish rapport, by not jumping to the form I needed to fill out, but asking them about their baby, and if it was a boy or girl, what they wanted to name it, and if they were nervous or excited for it. It helped in getting them relaxed and ready to talk to me about some of the logistics of the form. I also tried to take note of their strengths throughout this process by telling them it was really commendable to be pursuing school while thinking about future plans for their baby.

II. Identify three or four strengths in a client when conducting an interview with a student; record in practicum journal by November 17, 2010 (**Analyze Practice Models**)

On November 11, 2010 when I was conducting the interview with the pregnant teen, I made sure I told her how she was doing a great job with making the decision to stay in school. I saw her ability to stay positive during this process, the fact that she kept her baby was a huge strength, her capacity to think about the future and how she was going to care for the baby in general—she already talked to her mom about taking care of the baby while she is in school, and finishing high school. I saw another strength being able to have good communication and understanding from her mom in this time of need.

III. Brainstorm ideas with my supervisor once a week on possible discussions for the next week’s SAFE team meeting and debrief that week’s SAFE team meeting; record in Practicum journal due by November 26, 2010 (**Perform Oral Communication**)

When I wrote this objective, it was before I realized that the club was mostly student led, and the president of the club would be making the agendas. So I was unable to fulfill the first part of this objective. However, we did debrief the meetings and talk about planning events that were not a flexible week to week issue, like the canned food drive, and blood drive. On September 29, 2010 my supervisor and I talked about whether or not we wanted to attend camp or keep it at Memorial High school, and we talked about how we liked the idea of SAFE team. I mentioned that I did not know it was a club that was in all of TPS. I thought it was unique to Memorial High school, but there were SAFE teams from Hale, and East Central that would be attending the Red Cross Training.

IV. Present my thoughts, ideas, and improvements that can be made, as well as my overall experience in this placement; record in practicum journal by November 29, 2010 (**Perform Written Communication**)

I have yet to perform this action. I was planning on writing Ms. Wilson an email/talking to her in person about my overall experience on the last day we would be attending practicum which would be during dead week.

4. Engage diversity and difference in practice.

A. 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 influence oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

B. It is important for us as social workers to see diversity as something that defines each one of our lives and use this as a basis for understanding and intervening in the lives of our future clients.

C. Action Plan Objectives

I. Observe and reflect on three instances when discrimination, belittling, or any other type of name calling took place in an interpersonal relationship; record in practicum journal by November 17, 2010 (**Recognize Oppression**)

When we did mediation between two students, the girl was black, and the guy was white. As we finished our mediation, it became clear that the teacher had not fully listened to her side of the story, and seemed to be overreacting to the situation. Ms. Wilson later commented that this teacher has been known to be prejudice against Black students. I did not really know how to take this information, because I have not worked at the school for as long as Ms. Wilson; yet the mediation did seem to me a little excessive for what seemed to have really occurred. A second observation of oppression became apparent in the TRAICE program. It seemed to be a vicious cycle. Students would act out, so they would end up with a week of in school detention. They were not getting their assignments, so they got behind in their classes. They became lost in their classes, so they acted out. I feel like this system breeds oppression academically for students who already struggle. In addition, TRAICE was not supposed to simply be disciplinary, it was supposed to be a behavior modification where they could be separated from their peers and get their work done. Lastly, my observation on oppression was the lack of funding that inevitably made the oppression allowable for one particular teacher. In the Ramp Up program there are way too many students in the classroom. As she struggles to get things under control, referrals, detentions, calls home do no good. They continue as they do, and the lack of funding makes it impossible to split up the problem students—there is no other Ramp Up time they can attend that will fit with their schedules.

II. Name at least two times when you had to self-check yourself for biases you held; record in practicum journal by October 25, 2010.

October 22, 2010, we played another game in the HIV/AIDs training. It entailed a set of people with different characteristics. The scenario was this: it was the end of the world, and we could only take a certain number of people. To be completely objective, we talked about how we needed to take more women than men or an equal amount at least to repopulate the world. One of the strips of paper said "stripper." Someone automatically put it in the pile as people who we would be saving. I let it go for a second, because when I hear the word stripper I immediately think it is a female one. I had to go back and ask them why the stripper would go, and they said, "...because we need more women." We all had to self-check ourselves and see that it could be male or female, and the pastor could be a male or a female. It was interesting to see how certain occupations made us think they must be certain genders, and I sense that was the point of the game.

October 10, 2010 I talked to someone who identified themselves as Catholic. In the course of the discussion we had, it became very clear, that I thought Christianity was superior. I thought that confession was obsolete, and unnecessary one Jesus died on the cross and we could talk directly to God and we did not need to have priests forgive what I felt they did not have the power to forgive us for. But as we spoke, she talked about her experiences confessing, and how we need to distinguish what is necessary and ask ourselves "is this beneficial?" Even if she could personally go to God, which she does as well, she said there is something about confessing to someone whose spirit is so gentle and so loving of her that she finds it beneficial to go. I had never thought about confession in that way before, and I had to see that where my feelings were coming from, were from a superiority complex.

III. Name two instances when I spoke with someone who had different views and I was able to agree to disagree rather than to force my views on them; record in practicum journal by November 1, 2010 (**Appreciate Differences**)

October 21, 2010, in the HIV/AIDS training, when talking about if it was okay to burn the flag and the death penalty, I had very different views than everyone else, but because I had to maintain the "role" I was given I had to set aside my own views and see things from their perspective. I did not fight what they had put down, instead I agreed that even if I do not agree, I can still give them respect for their opinions. On October 10, 2010 I spoke to a person, who was Catholic, and at first I wanted to sit there and talk about the differences between Catholicism and Christianity, but at the end of the discussion I realized that aside from religious rituals, we both believed the same thing. Jesus was the Messiah. He died on the cross for our sins, and we both believe that to be true. Sometimes it is the basics that bring us together and arguing over details that separates us. Afterwards, I think I found a new appreciation for Catholicism even if that is not what I believe necessarily.

IV. Attend at least one Spanish club meeting, one Hebrew club meeting, one German club meeting, and one French club meeting and be able to name two things new and different I learned; record in practicum journal by November 1, 2010 (**learn from cultural informants**)

I was unable to fulfill all the requirements of this objective. When I wrote this objective, I did not presently have the two jobs plus the practicum that I currently do. I thought I would be able to have time for attending all of these meetings. I did however go to the Spanish club three times this semester. Some of the things I learned were that there is a lot of racism even within the same "race." I learned about how the more Indian you look, the less attractive you supposedly are. For instance, in Bolivia, Coyas are the minority, and Cambas are the majority. There is a lot of prejudice against Coyas, because of their Indian features, and the traditions that they tend to stick to even to this day. It was surprising to me how so many other cultures face the same issues we do in the US, and sometimes more racism is tolerated. Also, I realized little things about food, a lot of times people assume that Mexican food, although it distinctly says in its cuisine name that it is Mexican food, is the type of food that other Latin countries eat. But if you look at refried beans for example, it seems to be a native idea to Mexico. Most other Latin countries eat black beans, kidney beans, etc, but not really in the refried bean form. So for me that was interesting.

5. Advance human rights and social and economic justice.

A. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and 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.

B. We uphold the basic principle that all men are created equal, and when we see inequality prejudiced by its social institutions, we work toward change. We understand the privilege and the power that comes from things at times that people have no control over. The goal is to seek to change not just on the individual level, but a grander scale in recognizing oppression.

C. Action Plan Objectives

I. Help make two changes in the TRAICE program; record in practicum journal by November 26, 2010 (Detention) (**Assess Dynamics of Injustice**)

This objective is partially fulfilled. Throughout our practicum we brainstormed some of the changes we wanted to see. One of them was to have a binder full of EOI tests (end of instruction tests) ready for students in the program when they were done with their assignments. This would eliminate the dead time, and help them in graduating from high school (since they are required to pass four out of the seven tests to graduate). The second change we envisioned, was to have the website up to date and running for the teachers to send assignments electronically to the TRAICE instructor so they could print them off and have them ready for the students.

However, this second objective is still in progress. I plan to talk to the Dean of student development and see if some sort of staff meeting can be arranged to address this missing link.

II. Attend the Red Cross' HIV/AIDs training camp; record three new facts learned at the camp in practicum journal by October 29, 2010 (**Advance Human Rights and All forms of Justice**)

On October 21-22, 2010 we attended the training from 9am-4pm. A lot of it was review from when I learned about it in high school, but some of new facts I learned were that a) there is a period called the window period when a person can test negative for HIV, but still be infected and infect others. This exists, because to detect HIV, the way it is tested is either one contracts an opportunistic infection (an infection that our bodies can normally fight off), or enough antibodies against the virus forms. So if a person tests before enough antibodies have been created, it is possible that they still have HIV. The next fact, was what an opportunistic infection was, which is an infection that people who typically have AIDs contract, because normally they are uncommon cases of illness due to our bodies normally being able to fight them off without medical treatment. Lastly, I learned that it would take 8-10 gallons of saliva swallowed in an hour in order for HIV to be transferred to another person; therefore saliva is definitely not something someone needs to worry about when it comes to HIV/AIDs.

11. Integrate a personal Christian World View with professional social work values, ethics, and practice.

A. Professional practice involves the dynamic and ongoing integration of one's Christian World View with the values and ethics of the profession; hat the professional will embrace the diversity of belief systems of individuals and groups in a respectful, supportive, caring, and nonjudgmental manner.

B. We see that Christianity has an effect on our world view and how we conduct ourselves as professionals. However, we allow for respect and what defines the people we serve. SO its ultimate goal is acceptance of every religion regardless of our own personal preference.

C. Action Plan Objectives

I. Note two times when your ethical decision making in the field were in line with your Christian World View; record in practicum journal by October 4, 2010 (**Integrate Christian World View with Social Work Values and Professional Ethics**)

One of the things that I saw while at my practicum that I aligned with my values as a Christian was Ms. Wilson's decision to not have abortion information brochures in her desk. She explained that she was knowledgeable about where one could go to obtain information, and that she would refer them to any place in Tulsa that could serve them, but would not carry information on her. At first I thought that this was unethical, but it was not as if she refused to refer girls, or that she was incompetent in that area, because in our texts it states that one of the reasons one can refer a client is if they feel like their values would interfere with the care of a client. And if Ms. Wilson feels like she would not be able to serve her to the best of her ability and to her conscience, then I definitely agree with her decision to refer rather than to force herself to betray her conscience. Secondly, when we performed mediation, one of the issues that came up was whether or not the student was right to report the possession of drugs another student had shown him. The student had had numerous concussions in his life, and had a metal plate in his head at the present, and despite the fear of retaliation, he reported what he saw. I feel it took a lot of character and boldness to have that kind of fear not just of getting beat up, but possibly dying or seriously injured to report it. So my Christian values of trying to make Memorial High a safer place was definitely in line with the students' decision.

II. Talk to two people with different faiths and look for value in them; record in practicum journal by November 15, 2010 (**Appreciate Spiritual Diversity**)

On October 21, 2010, I spoke to someone who claimed to be Atheist. He talked about how people always assume that Atheists are constantly looking for ways to tell people that their religion is wrong and that God does not exist, but in his experience, it has made him more open and accepting of other people. His friends who are atheist also feel like it has led them to live their lives in the present and not waste their time with trying to convince people they are wrong. So in that sense, I could appreciate seizing the day, and not letting the future and our eternal life goal stop us from living for God and living in general to its fullest here on earth.

As I state above, on October 10, 2010 I was able to talk to a girl who knew that Catholicism in all its "hated" past, really did provide her the spiritual fulfillment she needs. She believes in the saints, and believes that they are close to God and intervene for her. She understands that she can pray to God, but there is no evil in praying

to someone close to God to help her too. I appreciated her knowledge of the Saints of the past and all the wonders they accomplished on earth. I feel like I do not always get enough of that teaching of how we can make heaven on earth as God commands us. So I think it was a really eye opening discussion.

Practicum Assessment Form & Rubric

Practicum Assessment Form Oral Roberts University Social Work Program Junior Practicum I and II (SWK 341 & 342) Senior Practicum I and II (SWK 443 & 444)

Midterm _____ Final _____

Name of Student _____ Date _____

Instructions for rating students on the 11 Competencies and associated behaviors:

Scores in each category are based on the rubric developed for the practicum. Please examine the rubric before assigning scores to each category. The scores are based on the student’s performing the plan of action developed in consultation with the practicum instructor to address the following competencies and associated behaviors. Note that “NA” indicates that no action plan was developed related to the competency. A “0”, on the other hand, indicates that an action plan was developed but little to no follow-through was engaged to address it. Also, note that Junior Practicum I students develop action plans for competencies 1-5 and 11 and evaluated on them; Junior Practicum II students do competencies 1, 6-10 and 11; Senior Practicum I and II students do all competencies 1-11 and associated behaviors.

NA	No action plan developed	
0	Not attempted	(Reserved for scores 0-59%)
1	Unacceptable	(Reserved for scores 60-69%)
2	Basic Competency	(Reserved for scores 70-79%)
3	Advanced Competency	(Reserved for scores 80-89%)
4	Exemplary	(Reserved for scores 90-100)

In the comments discuss student strengths and areas needing improvement. This evaluation is to provide feedback to the student in his/her practicum experience. This evaluation is part of a broader evaluating where the students is also scored on other required assignments (i.e., logs, article reviews). The faculty field coordinator will assign the final grade.

1. Identify as a professional social worker and conduct one-self accordingly.

		4	3	2	1	0	NA
a.	Practice advocacy						
b.	Practice self-reflection						
c.	Attend to professional roles and boundaries						
d.	Engage professional demeanor						
e.	Pursue life-long learning						
f.	Seek supervision and consultation						
Total							
Mean							

Provide Comments relative to student’s identity as a social work professional:

2. Apply social work ethical principles to guide professional practice.

		4	3	2	1	0	NA
a.	Manage personal values						
b.	Apply NASW Code of Ethics						
c.	Appreciate ambiguity						
d.	Engage ethical reasoning to make decisions						
Total							
Mean							

Comment on student's application of social work values and ethics:

3. Apply critical thinking to inform and communicate professional judgments

		4	3	2	1	0	NA
a.	Integrate knowledge (from the classroom to the field)						
b.	Analyze practice models						
c.	Perform oral communication						
d.	Perform written communication						
Total							
Mean							

Comments on student's critical thinking relating to professional judgments:

4. Engage diversity and difference in practice.

		4	3	2	1	0	NA
a.	Recognize oppression						
b.	Investigate personal biases						
c.	Appreciate differences						
d.	Learn from cultural informants						
Total							
Mean							

Comments regarding student's engagement of diversity and those different:

5. Advance human rights and social and economic justice.

		4	3	2	1	0	NA
a.	Assess dynamics of injustice						
b.	Advance human rights and all forms of justice						
Total							
Mean							

Comments on understanding and advancing human rights and justice.

6. Engage in research-informed practice and practice-informed research.

		4	3	2	1	0	NA
a.	Apply research to inform practice						
b.	Apply practice to inform research						
Total							
Mean							

Comment both on student’s application of research to inform practice and practice informing research.

7. Apply knowledge of human behavior and the social environment.

		4	3	2	1	0	NA
a.	Apply bio-psycho-social-cultural-spiritual development to assessment, intervention, and evaluation.						
b.	Apply person-in-environment context to assessment, intervention, and evaluation.						
Total							
Mean							

Comment on student’s application of human behavior and social environment concepts:

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

		4	3	2	1	0	NA
a.	Assess policies that advance social well-being						
b.	Use collaboration to advocate policy action						
Total							
Mean							

Comment on the student’s ability to assess policies and engage in policy advocacy:

9. Respond to contexts that shape practice.

		4	3	2	1	0	NA
a.	Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.						
Total							
Mean							

Comment on student’s awareness of practice contexts:

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

		4	3	2	1	0	NA
a.	Develop practice skills to engage, assess, intervene and evaluate services to individuals.						
b.	Develop practice skills to engage, assess, intervene and evaluate services to families.						
c.	Develop practice skills to engage, assess, intervene and evaluate services to groups.						
d.	Develop practice skills to engage, assess, intervene and evaluate services to organizations.						
e.	Develop practice skills to engage, assess, intervene and evaluate services to communities.						
Total							
Mean							

Comment the student’s abilities to engage, assess, intervene and evaluate services to clientele.

11. Integrate a personal Christian World View with professional social work values and ethics.

		4	3	2	1	0	NA
a.	Integrate Christian World View with social work values and professional ethics.						
b.	Appreciate spiritual diversity.						
Total							
Mean							

Comment on student’s integration of Christian World View; appreciating spiritual diversity.

Total:
Mean:

Midterm Evaluation

- ___ Student is performing in an exemplary manner meeting social work practice competencies.
- ___ Student is performing competently in meeting social work practice competencies.
- ___ Student is performing in an acceptable manner meeting social work practice competencies.
- ___ Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Final Evaluation

- ___ Student is performing in an exemplary manner meeting social work practice competencies.
- ___ Student is performing competently in meeting social work practice competencies.
- ___ Student is performing in an acceptable manner meeting social work practice competencies.
- ___ Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Signature of Field Instructor_____

Agency _____ Date _____

ORU Field Director_____ Date_____

The following section should be completed by the intern:

After field instructor and social work program field coordinator have discussed the evaluation with the student, the students agrees or disagrees with the evaluation.

___Agree with evaluation

___Disagree with evaluation

Student's Signature

_____ Date _____

If the student disagrees with the evaluation he/she has the right to request a meeting to discuss the disagreement with the field instructor and field coordinator. Student's comments should be submitted to both field instructor and coordinator.

Student Comments (add pages as necessary):

**SWK 443/444: Senior Practicum
Rubric for Practicum Assessment**

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED	N/A
GRADE	A: 90-100%	B: 80-89%	C: 70-79%	D: 60-79%	F: 00-59%	N/A
<p>1—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation</p>	Exceeds expectations in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	Evidences an above average in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	Has trouble/shows difficulty presenting self as a social worker: falls short to practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, eagerness to learn, and seeking consultation in a supervisory relationship.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, being eager to learn, and seeking consultation in a supervisory relationship.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, being eager to learn, and seeking consultation in a supervisory relationship.	Unable to evaluate as no action plan was developed to demonstrate competency.
<p>2—Apply social work ethical principles to guide professional practice.</p> <p>Manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make</p>	Exceeds expectations in ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make decisions.	Demonstrates above average ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make	Demonstrates a basic ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make decisions.	Demonstrates minimal ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make decisions.	Fails to manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make decisions.	Unable to evaluate as no action plan was developed to demonstrate competency.

decisions		decisions.				
3—Apply critical thinking to inform and communicate professional judgments Integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates evidence for mastery of written & verbal critical thinking skills to integrate knowledge; analyze practice models.	Demonstrates evidence for mastery of written & verbal critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication.	Demonstrates evidence for good basic verbal & critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates minimal evidence for written & verbal critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Fails to demonstrate evidence of verbal & critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Unable to evaluate as no action plan was developed to demonstrate competency .
4—Engage diversity and difference in practice. Recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants	Demonstrates an exceptional understanding in recognition for oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates an above average understanding for recognition of oppression, for examining personal biases, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates a concrete understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates minimal understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others..	Fails to demonstrate any understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Unable to evaluate as no action plan was developed to demonstrate competency .
5—Advance human rights and social and economic justice. Assess dynamics of injustice; advance human rights and all forms of justice	Evidences professional ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.	Evidences above average ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.	Evidences a basic ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.	Evidences little ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.	Fails to demonstrate any ability to assess dynamics of injustice and engage activities to advance human rights and all forms of	Unable to evaluate as no action plan was developed to demonstrate competency .

					justice.	
<p>6—Engage in research-informed practice and practice-informed research.</p> <p>Apply research to inform practice and practice to inform research</p>	Demonstrates remarkable skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice.	Demonstrates above average skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..	Demonstrates average skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..	Demonstrates above minimal skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..	Fails to understand how the use of research should inform practice and to use practice to inform research—thus, to engage in evidence informed practice.	Unable to evaluate as no action plan was developed to demonstrate competency .
<p>7—Apply knowledge of human behavior and the social environment.</p> <p>Apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation</p>	Demonstrates a remarkable ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Demonstrates an above average ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Demonstrates a basic ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Demonstrates a vague understanding of and ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Fails to communicate any ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Unable to evaluate as no action plan was developed to demonstrate competency .
<p>8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Assess policies that</p>	Demonstrates a remarkable ability to assess policies that advance social well-being and use collaboration to advocate policy	Demonstrates an above average ability to assess policies that advance social well-being and use collaboration to	Demonstrates a basic ability to assess policies that advance social well-being and use collaboration to advocate policy action	Demonstrates a vague understanding of and ability to assess policies that advance social well-being and use collaboration to advocate	Fails to communicate any ability to assess policies that advance social well-being and use collaboration to	Unable to evaluate as no action plan was developed to demonstrate competency .

advance social well-being, use collaboration to advocate policy action	action.	advocate policy action		policy action	advocate policy action	
<p>9—Respond to contexts that shape practice.</p> <p>Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery</p>	Demonstrates exceptional skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.	Demonstrates above average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.	Demonstrates average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.	Demonstrates minimal skills for continually appraising and responding to societal factors, trends, science and technological forces that affect service delivery.	Fails to evidence skills expected -- to continually be appraised and respond to societal factors, trends, science and technological forces that affect service delivery.	Unable to evaluate as no action plan was developed to demonstrate competency.
<p>10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p>Develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels</p>	Demonstrates exceptional skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Demonstrates above average skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Demonstrates average skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Demonstrates minimal skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Fails to evidence skills necessary to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Unable to evaluate as no action plan was developed to demonstrate competency.

<p>11—Integrate a personal Christian World View with professional social work values and ethics.</p> <p>Integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity</p>	<p>Demonstrates exceptional ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.</p>	<p>Demonstrates above average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.</p>	<p>Demonstrates average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.</p>	<p>Demonstrates minimal ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity</p>	<p>Fails to show ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency .</p>
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Diversity Curriculum Content: Additional Information

SWK 202: Introduction to Social Work

During the course section entitled, *Social Work with Diverse and Marginalized Populations*, students are introduced to the model of “culturally competent social work practice.” In this topic, they are educated on NASW’s policy on sexual orientation and services to GLBTs. Here they are challenged with the profession’s mandate to provide services to transgender individuals and to their role as social workers in serving this population. The lecture continues with a definition of terms specific to GLBTs, the social work value of client self-determination and the need to respect the value choices of others, and the importance of identifying and managing personal values and beliefs within the context of professional practice.

Additionally, during weeks 11-13, students are involved in a research and debate project that addresses a number of controversial topics, two specifically related to GLBTs. During the debate, student teams are required to provide convincing arguments that address both sides of the issue, regardless of personal beliefs about the topic. Using current research from professional journals and periodicals, students are expected to challenge their classmates to examine the topic in the context of research, question personal biases and beliefs, and discuss how this topic relates to social work practice. After the conclusion of the debate, the presenting team leads the class in a spirited discussion, defending their positions from both the floor and the opposing team.

Student debates address the following topics:

- Should GLBTs be afforded the same legal right to marry as heterosexuals?
- Should gay and lesbian couples be afforded the legal right to adopt children?
- Is Affirmative Action still needed in America?
- Do all American children have the opportunity to receive a quality education?
- Should undocumented aliens living in the U.S. be granted citizenship?
- Should a mosque be allowed to be constructed near Ground Zero?

SWK 302: Research Methods

1. PowerPoint/Lecture
 - a. Contrasts Absolutist vs. Interpretist Approaches, with emphasis on how the Interpretist Approach is used to engage diverse populations in a mutually developed research design that respects the worldview of the subject population.
 - b. Ethical discussion uses examples of how minority populations have been exploited for research purposes.
 - c. Ethical discussion highlights how research can inappropriately be used to support bigoted & discriminatory views.
 - d. When discussing the 2 characteristics of variables (exhaustive & mutually exclusive), the discrimination homosexuals and transgendered persons face with the traditional conceptualization of the variables of gender and marital status are used as examples.
2. Discussion
 - a. Allows students to engage in critically examining the above lecture points.
3. Textbook
 - a. Currently in transition to a new text. Prefer texts that emphasize the above lecture points.
4. Assignments
 - a. The Literature Review section of the Research Proposal must discuss how diverse populations are differentially impacted by the problem/issue/topic of the paper.
 - b. Prior to development of their instrument for the Proposal, students are encouraged to seek out representative members of the target population for discussion of the population’s views on variables being measured.
 - c. The proposed instrument must consider appropriateness of fit to the target population, in order to be considered to have face validity.

SWK 303: Social Welfare Policy

1. This course is saturated with diversity content particularly as it relates to the topics of social justice and social welfare policy. The text by DiNitto is supplemented by two books: *Framework for Understanding Poverty* by Payne and *There Are No Children Here* by Kotlowitz. Subjects are addressed on poverty, racial disparities in many areas (i.e. education, employment, prisons), “don’t ask don’t tell” policy repeal with the military, GLBT foster parenting and adoption, services for HIV/AIDS patients.

SWK 309: HBSE I

1. PowerPoint/Lecture
 - a. The concept of ‘normal’ is discussed as a statistical concept relating to the bell curve; and that theories are often based on observation of specific populations, usually White males. Students are encouraged to consider cultural norms prior to assuming ‘abnormal’ development.
 - b. During early childhood, the concept of gender development is presented, with recognition of transgender as a recognized aspect.
 - c. Theories of homosexual development are identified and discussed, with recognition of how both Christians and Gay Rights Activists have often based their arguments without consideration of scientific research results.
 - d. Culture Faire IQ testing is presented, with recognition that traditional IQ tests often discriminated against minority populations.
 - e. Alternative family arrangements are identified and discussed for strengths and weaknesses. The discrimination faced by homosexual relationships is discussed. Positive research results are identified relating to homosexual parenting.
 - f. Parenting styles are identified and discussed for how they may not fit variations in cultural norms.
 - g. Cultural variations in the mourning process are identified and discussed. It is recognized that homosexuals often are not allowed to grieve because of discrimination.
2. Discussion
 - a. Allows students to engage in critically examining the above lecture points.
3. Textbook
 - a. The Hutchison text is fully developed to CSWE standards for HBSE I content for lifespan development.
 - b. Each chapter begins with a presentation of diverse cultural cases exemplifying the content of that chapter.
 - c. The text covers the full range of diverse population issues.
4. Assignments
 - a. Articles selected for options for a critique paper typically include 1 or 2 that are specific to diverse population issues.
5. Experiential Class Exercises
 - a. Students are presented hypothetical IQ tests that might have been developed from various cultural contexts (e.g., Native American, Latino, Asian, Black, Gangs, etc.). This highlights how low an IQ they might be assigned if given a test that is not based on their own culture.
 - b. Students are asked to consider when they 1st became aware of their ‘color.’ Emphasis is placed on how minorities are often faced with their cultural differences from the majority population at an earlier age.

SWK 310: HBSE II

1. PowerPoint/Lecture
 - a. Culture is defined in various ways, with focus on specific diverse cultural populations.
 - b. Family diversity is identified and discussed.
 - c. Formal Organizations are discussed for theories of evaluation. Concepts relating to institutionalized discrimination are identified and discussed.
 - d. Communities are described as a context of development and social work practice, with minority populations facing specific issues of discrimination, bigotry, and disenfranchisement). Community development strategies are discussed, with recognition of need to respect and engage the local population in a mutual change process.
 - e. Religion/Spirituality recognizes the increasing diversity of American religious practices.

- f. Social Movements are identified and discussed for issue being addressed and the process used for change efforts (e.g., Civil Rights Movement, Feminist Movement, Gay Rights Movement, etc.).
2. Discussion
 - a. Allows students to engage in critically examining the above lecture points.
3. Textbook
 - a. The Hutchison text is fully developed to CSWE standards for HBSE II content for systems contexts of development.
 - b. Specific chapters for the above topics provide in-depth coverage of diversity issues.
4. Assignments
 - a. Students are teamed up to develop and present a PowerPoint lecture relating to one of the above topics. They are instructed to use the text as a foundation upon which they are to research additional source information.

SWK 331: Social Work Practice I

1. Reading and discussion on diverse family structures including GLBT foster parent and adoptive families
2. Discussion of social work ethics (and application of NASW Code of Ethics) in serving all persons of diverse orientations
3. Discussion of cases examples that involve diverse clientele: aging, children and youth, immigration (both legal and illegal), providing group work services in a rural area to HIV/AIDS clientele, and a case related to one social worker's "coming out" and its potential effect on her clients
4. Students are encouraged to play diverse roles in the Client Assessment assignment.

SWK 332: Social Work Practice II (Counseling & Interviewing Microskills)

1. PowerPoint/Lecture
 - a. Specific time is devoted to identifying topics/issues for consideration when working with diverse populations (e.g., ethnic minorities, gender, children, elderly, homosexuals, etc.). Additionally, emphasis is placed on how these populations have experienced discrimination and bigotry in their personal histories and how these may impact their presenting problem and the working relationship.
 - b. As various skills are identified, they are discussed for impact on diverse culture groups.
2. Discussion
 - a. Allows students to engage in critically examining the above lecture points.
3. Textbook
 - a. The Ivey & Ivey Microskills text has a strong history of placing emphasis on culturally competent practice.
 - b. Each chapter has specific content for cultural diversity.
4. Assignments
 - a. The Psychosocial Assessment must include discussion of Spiritual Identity and Cultural Identity.
 - b. Where relevant, SOAP Notes must consider cultural issues for assessments.
 - c. Process Recording should demonstrate culturally competent practice.
 - d. Case Summary includes the above dimensions.
5. Experiential Class Exercises
 - a. Role Playing is emphasized for the last half of the semester. Students randomly pick a client case scenario to role play as another student interviews them. The case scenarios present a wide diversity of cultural issues. These role playing exercises provide the opportunity to discuss students' stereotypical biases concerning the role they've played and to discuss specific issues for those clients (e.g., a gay or lesbian client coming out of the closet, an elderly woman facing nursing home placement, etc.).

SWK 333: Group Dynamics

1. PowerPoint/Lecture
 - a. As with SWK 332, specific time is devoted to identifying topics/issues for consideration when working with diverse populations in the group context (e.g., ethnic minorities, gender, children, elderly, homosexuals, etc.). Additionally, emphasis is placed on how these populations have experienced discrimination and bigotry in their personal histories, which are salient points in their identities and how they relate in groups.
2. Discussion
 - a. Allows students to engage in critically examining the above lecture points.
3. Textbook
 - a. The Zastrow Group Dynamics text is fully developed to CSWE standards for Group Dynamics content.
 - b. Includes exercises & instruments for exploration of diversity issues.
4. Assignments
 - a. Students are paired up and submit a group proposal for an out of class project. Once approved, they recruit members and lead a minimum of 4 sessions. Following the experience, they write a comprehensive analysis of the process.
 - b. The Post-Group Analysis paper must identify how diversity may or may not have impacted the dynamics of their group leadership experience.
5. Experiential Class Exercises
 - a. The class is separated into small groups of 7 or 8 members, which remain intact throughout the semester.
 - b. Experiential group exercises are conducted with these groups at various times throughout the semester; they often focus on issues relating to cultural diversity. This provides the students with the opportunity to explore and discuss their own views relating to diverse populations.

SWK 404: Social Work Practice IV

1. Conducting community assessment that include diverse populations
2. Involving diverse groups in forming plans for action in community development settings
3. Providing the class two (2) examples for conducting community analysis of diverse groups with the purpose of advocating for rights and services: Handicapped Study of Tulsa and Sexual Preference Study of Tulsa.

SWK 405: Senior Seminar

The course helps students understand the non-profit sector, recruiting and training diverse boards of directors, hiring diverse staff, getting client involvement in the planning, delivery, and evaluation of services.

SWK 381: Child Welfare

1. PowerPoint/Lecture
 - a. Diverse family structures are identified and discussed.
 - b. Diverse parenting styles are identified and discussed, with emphasis on cultural norms and practices needing to be recognized.
 - c. Myths relating to maltreatment and cultural diversity are identified and discussed.
 - d. Specific issues relating to foster care and adoption are identified and discussed (e.g., transracial adoption, homosexual adoption, etc.).
 - e. Emphasis is placed on Native American involvement in the Child Welfare System.
2. Discussion
 - a. Allows students to engage in critically examining the above lecture points.
3. Textbook
 - a. The Crosson-Tower Understanding Abuse & Neglect text contains content relating to diverse family structures and practices.

4. Assignments
 - a. Article Critique options often focus on issues of diversity.
5. Experiential Class Exercises
 - a. Case scenarios are presented for discussion.

SWK 420: Minority Group Relations

1. One week of lectures is dedicated to the personhood and respect issues in light of Christ's teachings of how we should treat people.
2. Examine same-sex parenting as foster parents.
3. Students read and react to articles from the APA on same-sex parenting showing that especially Lesbian mothers have the same nurturing quotients as any other mothers have and that their children have no more or less dysfunction than the greater population.
4. Students have team presentations on minority groups and the specific issues that they face (one group is assigned to look at how the majority of Christendom treats the same sex orientation population).
5. On Thursdays the last half of the semester is question day. This gives students of differing ethnicities the opportunity to ask questions anonymously of another ethnicity. Students field these questions and a real opportunity for learning and understanding happens.
6. Recent research done by an ORU student on the identity issues that the LBGT population faces.
7. Discussion deals with the inequities in education, funding, health care, etc., which exist between populations, is discussed.
8. The concept of "white privilege" and gender discrimination is frequently addressed in the class.

SWK 449: Senior Research Paper

Assignments

- a. Senior Research Paper must contain a section that comprehensively discusses how culturally diverse populations are differentially impacted by the topic/issue of the paper.
- b. Points of the Christian World View relating to the topic/issue must be compared and contrasted with Social Work Values and Ethics.

SWK 341 and 342 (Junior Practicums I and II) and SWK 443 and 444 (Senior Practicum I & II)

Practicum assignments during both junior and senior years immerse students into Tulsa's social service system of addressing the needs of diverse clientele. Students craft action plans around the provision of services to persons, groups, and communities where their respective agencies engage. It is believed that the junior practicum experience enriches students with two social service opportunities facilitating their being well-fit for entry into their senior practicum. All agencies service persons and families of diverse backgrounds, life experiences, world views, and orientations.

		ORU SWK Performance Levels 2010									
		N	0	1	2	3-4	Mean	S.D.	Add 2,3-4	SWK Program Benchmarks*	
Rubric	Criterion Score by Numerical Value >		0.00-.99	1.00-1.99	2.00-2.99	3.00-4.00				70 % Competency Level	80% Competency Level
	Score by Percent >		0-59%	60-69%	70-79%	80-100%			70-100%	(Basic, Adv, Exemp) 70-100%--See % Column 2, 3-4	(Advanced, Exemplary) 80-100%--See % Column 3-4
Freshman-Sophomore Level Courses											
SWK 202 Reflection Paper	Organization	19		5%	26%	68%	2.6	0.6	94%	-6%	-12%
SWK 202 Reflection Paper	Quality of Information	19		-	11%	89%	2.9	0.3	100%		
SWK 202 Reflection Paper	Mechanics	19		-	47%	53%	2.5	0.5	100%		-27%
SWK 202 Reflection Paper	Respect For Diversity and Difference in Practice	19		-	16%	84%	2.8	0.4	100%		
SWK 202 Reflection Paper	Use of Critical Thinking Skills	19		-	16%	84%	2.8	0.4	100%		
SWK 202 Reflection Paper	Construction of Assignment	19		5%	26%	68%	2.6	0.6	94%	-6%	-12%
Junior Level Courses											
SWK 302: Research Proposal	APA Format of References	23		17%	48%	26%	1.9	0.9	74%	-26%	-54%
SWK 302: Research Proposal	Professional Source Citation	23		-	9%	91%	2.9	0.3	100%		
SWK 302: Research Proposal	Written Expression	23		4%	35%	57%	2.4	0.8	92%	-8%	-23%
SWK 302: Research Proposal	Topic Clarity & Support	23		4%	17%	78%	2.7	0.5	95%	-5%	-2%
SWK 302: Research Proposal	Problem Development	23		4%	13%	83%	2.8	0.5	96%	-4%	
SWK 302: Research Proposal	Literature Review	23		22%	9%	70%	2.5	0.8	79%	-21%	-10%
SWK 302: Research Proposal	Proposed Research Design	23		-	26%	74%	2.7	0.4	100%		-6%
SWK 302: Research Proposal	Proposed Sampling Design	23		22%	4%	70%	2.4	1	74%	-26%	-10%
SWK 302: Research Proposal	Proposed Data Gathering Techniques	23		-	17%	74%	2.6	0.9	91%	-9%	-6%
SWK 302: Research Proposal	Administrative Protocols	23		-	4%	96%	3	0.2	100%		
SWK 303 Integrates Framework for Understanding Poverty (Payne)	Use of Critical Thinking to Integrate concepts in Framework for Understanding Poverty with experience.	17		-	-	100%	3	-	100%		
SWK 303 Integrates Framework for Understanding Poverty (Payne)	Recommend Policies related to working with those poor.	17		-	12%	88%	2.9	0.3	100%		
SWK 303 Social Policy Analysis Paper	APA Format	17		-	18%	82%	2.8	0.4	100%		
SWK 303 Social Policy Analysis Paper	Professional Source Citation	17		-	6%	94%	2.9	0.2	100%		
SWK 303 Social Policy Analysis Paper	Grammar & Spelling	17		-	-	100%	3	-	100%		
SWK 303 Social Policy Analysis Paper	Content	17		-	-	100%	3	-	100%		
SWK 303 Social Policy Analysis Paper	Organization	17		-	-	100%	3	-	100%		
SWK 303 Social Policy Analysis Paper	Advances Human Rights and Social Justice	17		-	-	100%	3	-	100%		
SWK 303 Social Policy Analysis Paper	Engages policy practice to advance social and economic well-being and to deliver effective social work services	17		-	12%	88%	2.9	0.3	100%		
SWK 303 Policy Analysis Power Point Presentation	Professional Source Citation	18		-	-	100%	3	-	100%		
SWK 303 Policy Analysis Power Point Presentation	Topic Clarity & Support	18		-	-	100%	3	-	100%		
SWK 303 Policy Analysis Power Point Presentation	Organization	18		-	-	100%	3	-	100%		
SWK 303 Policy Analysis Power Point Presentation	Use of Technology	18		-	44%	56%	2.6	0.5	100%		-24%
SWK 303 Policy Analysis Power Point Presentation	Oral Communication Style and Audience Engagement	18		-	-	100%	3	-	100%		
SWK 303 Policy Analysis Power Point Presentation	Professional Demeanor	18		-	-	100%	3	-	100%		

SWK 309 Article Critique	APA Format	12			42%	42%	2.1	1	84%	-16%	-38%
SWK 309 Article Critique	Professional Source Citation	12		25%	33%	25%	1.7	1	58%	-42%	-55%
SWK 309 Article Critique	Grammar & Spelling	12			33%	67%	2.7	0.5	100%		-13%
SWK 309 Article Critique	Topic Clarity & Support	12		17%	33%	42%	2.1	1	75%	-25%	-38%
SWK 309 Article Critique	Christian World View	12		8%	8%	33%	1.3	1.4	41%	-59%	-47%
SWK 309 Article Critique	Conclusions	12		17%	42%	42%	2.3	0.7	84%	-16%	-38%
SWK 310 PowerPoint Presentation	Professional Demeanor	16		-	38%	63%	2.6	0.5	91%	-9%	-17%
SWK 310 PowerPoint Presentation	Professional Source Citation	16		-	56%	38%	2.3	0.8	94%	-6%	-42%
SWK 310 PowerPoint Presentation	Use of Technology	16		-	56%	44%	2.4	0.5	100%		-36%
SWK 310 PowerPoint Presentation	Topic Clarity & Support	16		-	25%	75%	2.8	0.4	100%		-5%
SWK 310 PowerPoint Presentation	Organization	16		-	-	100%	3	-	100%		
SWK 310 PowerPoint Presentation	Oral Communication Style & Audience Engagement	16		6%	69%	25%	2.2	0.5	94%	-6%	-55%
SWK 310 PowerPoint Presentation	Professional Competencies	16		-	6%	94%	2.9	0.2	100%		
SWK 331 Client Assessment Paper	Grammar and Spelling	17		-	29%	71%	2.7	0.5	100%		-9%
SWK 331 Client Assessment Paper	Presenting Problem	17		-	6%	94%	2.9	0.2	100%		
SWK 331 Client Assessment Paper	Background: Personal characteristics, Family Dynamics, Systems Dynamics re: the Problem, etc.	17		-	-	100%	3	-	100%		
SWK 331 Client Assessment Paper	Cultural & Spiritual Identity	17		-	-	100%	3	-	100%		
SWK 331 Client Assessment Paper	Client Strengths	17		-	-	100%	3	-	100%		
SWK 331 Client Assessment Paper	Impressions & Assessment	17		-	-	100%	3	-	100%		
SWK 331 Client Assessment Paper	Contracted Plan	17		-	-	100%	3	-	100%		
SWK 331 Client Assessment Paper	Eco Map	17		-	-	100%	3	-	100%		
SWK 331 Integration of Ethics and Practice Paper	Grammar and Spelling	17		6%	12%	82%	2.8	0.5	100%		
SWK 331 Integration of Ethics and Practice Paper	Explanation of Ethical Dilemma	17		-	-	100%	3	-	100%		
SWK 331 Integration of Ethics and Practice Paper	Application of NASW Code of Ethics	17		-	-	100%	3	-	100%		
SWK 331 Integration of Ethics and Practice Paper	Alternatives for Action	17		-	-	100%	3	-	100%		
SWK 332 Psychosocial	Grammar & Spelling	33		12%	21%	58%	2.3	1	79%	-21%	-22%
SWK 332 Psychosocial	Topic Clarity & Support	33		3%	39%	58%	2.5	0.6	97%	-3%	-22%
SWK 332 Psychosocial	Demographics	33			9%	91%	2.9	0.3	100%		
SWK 332 Psychosocial	Presenting Problem	33			9%	88%	2.8	0.6	97%	-3%	
SWK 332 Psychosocial	Background: Personal characteristics, Family Dynamics, Systems Dynamics re: the Problem, etc.	33		12%	18%	52%	2	1.2	70%	-30%	-28%
SWK 332 Psychosocial	Cultural & Spiritual Identity	33		15%	24%	39%	1.8	1.2	63%	-37%	-41%
SWK 332 Psychosocial	Recreation & Leisure	33		9%	33%	55%	2.4	0.8	88%	-12%	-25%
SWK 332 Psychosocial	Diagnostic Assessment	33		9%	30%	55%	2.3	0.9	85%	-15%	-25%
SWK 332 Psychosocial	Contract	33		18%	27%	39%	1.9	1.1	66%	-34%	-41%
SWK 332 Psychosocial	Evaluation Plan	33		12%	18%	33%	1.5	1.3	51%	-49%	-47%

SWK 332 SOAP Notes	Grammar & Spelling	30		3%	20%	70%	2.5	0.8	90%	-10%	-10%
SWK 332 SOAP Notes	Subjective Information	30		7%	3%	83%	2.6	0.9	86%	-14%	
SWK 332 SOAP Notes	Objective Information	30		17%	23%	57%	2.3	0.9	80%	-20%	-23%
SWK 332 SOAP Notes	Assessment	30		17%	17%	67%	2.5	0.8	84%	-16%	-13%
SWK 332 SOAP Notes	Plan	30		17%	10%	60%	2.2	1.1	70%	-30%	-20%
SWK 332 Process Recording	Writing Skills	29		10%	17%	69%	2.5	0.8	86%	-14%	-11%
SWK 332 Process Recording	Assertive Behavior	29			3%	97%	3	0.2	100%		
SWK 332 Process Recording	Knowledge of SWK Ethics & Values	29			7%	93%	2.9	0.3	100%		
SWK 332 Process Recording	Culturally Appropriate	29				100%	3		100%		
SWK 332 Process Recording	Comprehensive Skill Knowledge Base	29		17%	38%	14%	1.3	1.1	52%	-48%	-66%
SWK 332 Process Recording	Comprehensive Skill Usage	29		3%	14%	69%	2.4	1.1	83%	-17%	-11%
SWK 332 Process Recording	Assessments	29		10%	17%	69%	2.5	0.8	86%	-14%	-11%
SWK 332 Process Recording	Gut-Level Focus	29		14%	24%	52%	2.2	1	76%	-24%	-28%
SWK 332 Case Summary	Grammar & Spelling	28		4%	21%	71%	2.6	0.7	92%	-8%	-8%
SWK 332 Case Summary	Topic Clarity & Support	28		4%	14%	82%	2.8	0.5	96%	-4%	
SWK 332 Case Summary	Demographics	28			7%	93%	2.9	0.3	100%		
SWK 332 Case Summary	Working Problem & Diagnostic Assessment	28		4%	11%	86%	2.8	0.5	97%	-3%	
SWK 332 Case Summary	Working Contract, Progress, & Outcomes re. Goals & Objectives	28		11%	14%	61%	2.2	1.1	75%	-25%	-19%
SWK 332 Case Summary	Recommendations	28		7%	14%	68%	2.4	1	82%	-18%	-12%
SWK 332 Case Summary	Critique of Self for the Worker-Client Assignment	28			21%	75%	2.7	0.7	96%	-4%	-5%
SWK 333 Group Proposal	APA Format	11		-	82%	18%	2.2	0.4	100%		-62%
SWK 333 Group Proposal	Professional Source Citation	11		-	64%	36%	2.4	0.5	100%		-44%
SWK 333 Group Proposal	Grammar & Spelling	11		-	36%	55%	2.4	0.9	91%	-9%	-25%
SWK 333 Group Proposal	Topic Clarity & Support	11		-	27%	73%	2.7	0.4	100%		-7%
SWK 333 Group Proposal	Rationale for Group	11		9%	18%	73%	2.6	0.6	91%	-9%	-7%
SWK 333 Group Proposal	Practical Issues re: Proposed Membership & Sessions	11		27%	18%	55%	2.3	0.9	73%	-27%	-25%
SWK 333 Group Proposal	Proposed Procedures	11		18%	27%	55%	2.4	0.8	82%	-18%	-25%
SWK 333 Group Proposal	Proposed Evaluation	11		-	36%	64%	2.6	0.5	100%		-16%
SWK 333 Group Proposal	SWK Values & Ethics Application	11		-	-	100%	3	-	100%		
SWK 333 Group Proposal	Engagement & Assessment of Group	11		-	64%	36%	2.4	0.5	100%		-44%

SWK 333 Post-Group Analysis	APA Format	10		10%	40%	50%	2.4	0.7	90%	-10%	-30%
SWK 333 Post-Group Analysis	Professional Source Citation	10		10%	40%	50%	2.4	0.7	90%	-10%	-30%
SWK 333 Post-Group Analysis	Grammar & Spelling	10		10%	30%	40%	1.9	1.1	70%	-30%	-40%
SWK 333 Post-Group Analysis	Topic Clarity & Support	10		-	50%	50%	2.5	0.5	100%		-30%
SWK 333 Post-Group Analysis	Practical Issues re: Membership & Sessions	10		-	10%	90%	2.9	0.3	100%		
SWK 333 Post-Group Analysis	Stages of Group Development	10		-	-	90%	2.7	0.9	90%	-10%	
SWK 333 Post-Group Analysis	Conceptual Dynamics re: Norms/Goals, Hidden Agendas, Power/Influence, Task & Maintenance Roles, Communication Styles/Modes, Joharis Window, Trust/Cohesion, Decision Making Methods & Value Orientation, & Conflict Dynamics	10		20%	20%	60%	2.4	0.8	80%	-20%	-20%
SWK 333 Post-Group Analysis	Co-Leadership Evaluation	10		10%	30%	40%	1.9	1.1	70%	-30%	-40%
SWK 333 Post-Group Analysis	Group Outcomes Evaluation	10		10%	20%	70%	2.6	0.7	90%	-10%	-10%
SWK 333 Post-Group Analysis	Conduction Oneself as a Professional	10		-	30%	70%	2.7	0.5	100%		-10%
SWK 333 Post-Group Analysis	Application of SWK Ethical Principles to Guide Practice	10		-	10%	90%	2.9	0.3	100%		
SWK 333 Post-Group Analysis	Engagement of Diversity in Practice	10		-	10%	90%	2.9	0.3	100%		
SWK 333 Post-Group Analysis	Engagement, Assessment, & Intervention	10		-	50%	50%	2.5	0.5	100%		-30%
SWK 341 Written Defense of Competencies 1-5,11	#1 Identify as a professional social worker and conduct oneself accordingly.	20		-	5%	95%	3	0.2	100%		
SWK 341 Written Defense of Competencies 1-5,11	#2 Apply Social Work Ethical Principles to guide professional practice.	20		-	5%	95%	3	0.2	95%	-5%	
SWK 341 Written Defense of Competencies 1-5,11	#3 Apply critical thinking to inform and communicate professional judgements	20		-	5%	95%	3	0.2	100%		
SWK 341 Written Defense of Competencies 1-5,11	#4 Engage in diversity and difference in practice.	20		-	-	100%	3	-	100%		
SWK 341 Written Defense of Competencies 1-5,11	#5 Advance human rights and social & economic justice.	20		-	35%	65%	2.7	0.5	100%		-15%
SWK 341 Written Defense of Competencies 1-5,11	#11 Integrate a personal Christian World View with professional social work values and ethics.	20		-	-	100%	3	-	100%		
SWK 341 Evaluation by Field Instructor of Competencies 1-5,11	#1 Identify as a professional social worker and conduct oneself accordingly.	17				100%	3		100%		
SWK 341 Evaluation by Field Instructor of Competencies 1-5,11	#2 Apply Social Work Ethical Principles to guide professional practice.	17				100%	3		100%		
SWK 341 Evaluation by Field Instructor of Competencies 1-5,11	#3 Apply critical thinking to inform and communicate professional judgements	17				100%	3		100%		
SWK 341 Evaluation by Field Instructor of Competencies 1-5,11	#4 Engage in diversity and difference in practice.	17				100%	3		100%		
SWK 341 Evaluation by Field Instructor of Competencies 1-5,11	#5 Advance human rights and social & economic justice.	17				100%	3		100%		
SWK 341 Evaluation by Field Instructor of Competencies 1-5,11	#11 Integrate a personal Christian World View with professional social work values and ethics.	17				100%	3		100%		

SWK 342 Book Report	APA Format	11		-	73%	27%	2.3	0.4	100%		-53%
SWK 342 Book Report	Grammar & Spelling	11		18%	73%	9%	1.9	0.5	82%	-18%	-71%
SWK 342 Book Report	Topic Clarity & Support	11		-	9%	91%	2.9	0.3	100%		
SWK 342 Book Report	Organization	11		-	9%	91%	2.9	0.3	100%		
SWK 342 Book Report	Conclusions	11		18%	18%	64%	2.5	0.8	82%	-18%	-16%
SWK 342 Book Report	Demonstrates Intergration of Christian Faith With SWK Values and Ethics	11		-	-	100%	3	-	100%		
Senior Level Courses											
SWK 404 Community Organization Application Paper	Grammar & Spelling	10		-	-	100%	3	-	100%		
SWK 404 Community Organization Application Paper	Identifying Community Organizing Model	10		-	-	100%	3	-	100%		
SWK 404 Community Organization Application Paper	Application of Systems Perspective	10		-	-	100%	3	-	100%		
SWK 404 Community Organization Application Paper	Community Strengths and Issues	10		-	10%	90%	2.9	0.3	100%		
SWK 404 Community Organization Application Paper	Five Stages of Community Life	10		-	-	100%	3	-	100%		
SWK 404 Community Organization Application Paper	Community Power Base	10		-	-	100%	3	-	100%		
SWK 404 Community Organization Application Paper	Fundraising Plan	10		-	-	100%	3	-	100%		
SWK 404 Community Organization Application Paper	Steps Toward Community Revitalization	10		-	10%	90%	2.9	0.3	100%		
SWK 404 Community Organization Application Paper	Selection and Discussion of Model for Community Conflict Resolution	10		-	-	100%	3	-	100%		
SWK 404 Community Organization Application Paper	Model for Neighborhood Change	10		-	-	100%	3	-	100%		
SWK 405 Grant Application	Grant Search	5		-	20%	80%	2.8	0.4	100%		
SWK 405 Grant Application	Grant Details	5		-	20%	80%	2.8	0.4	100%		
SWK 405 Grant Application	Writing	5		-	20%	80%	2.8	0.4	100%		
SWK 405 Developing a Logic Model	Writing a Logic Model	5		-	20%	80%	2.8	0.4	100%		
SWK 405 Creating a Nonprofit Organization	Applying nonprofit principles	1		-	-	100%	3	-	100%		
SWK 405 Creating a Nonprofit Organization	Integration of Christian Faith with Social Work Values & Ethics	1		-	-	100%	3	-	100%		
SWK 443/444 Constructing Action Plans for Competencies 1-11	Constructing Action Plans	9		-	14%	86%	2.9	0.3	100%		
SWK 443/444 Constructing Action Plans for Competencies 1-11	Written Expression	9		-	14%	86%	2.9	0.3	100%		
SWK 443/444 Constructing Action Plans for Competencies 1-11	Subject Knowledge	5		-	-	100%	3	-	100%		
SWK 443/444 Constructing Action Plans for Competencies 1-11	Critical Thinking	5		-	-	100%	3	-	100%		

SWK 443/444 Case Record	Written Expression	9		11%	22%	67%	2.6	0.7	89%	-11%	-13%
SWK 443/444 Case Record	Topic Clarity & Support	9		-	22%	78%	2.8	0.4	100%		-2%
SWK 443/444 Case Record	Data Base	9		-	11%	89%	2.9	0.3	100%		
SWK 443/444 Case Record	Objective Data	9		-	-	100%	3	-	100%		
SWK 443/444 Case Record	Subjective Data	9		-	11%	89%	2.9	0.3	100%		
SWK 443/444 Case Record	Assessment	9		-	11%	89%	2.9	0.3	100%		
SWK 443/444 Case Record	Problem List	9		11%	-	89%	2.8	0.6	89%	-11%	
SWK 443/444 Case Record	Application of Problem-Oriented Case Recording (Soap)	9		-	33%	67%	2.7	0.5	100%		-13%
SWK 443/444 Case Record	Use of Problem Solving Skills for Client Intervention Plan	9		-	-	100%	3	-	100%		
SWK 443/444 Article Critiques	Article selection and critical analysis	11		-	9%	91%	2.9	0.3	100%		
SWK 443/444 Article Critiques	APA Format	11		-	26%	74%	2.7	0.4	100%		-6%
SWK 443/444 Article Critiques	Organization	11		-	9%	91%	2.9	0.3	100%		
SWK 443/444 Article Critiques	Application of Social Work Ethical Principles to Guide Professional Practice	6		-	-	100%	3	-	100%		
SWK 443/444 Article Critiques	Use of Critical Thinking Skills	6		-	-	100%	3	-	100%		
SWK 443/444 Article Critiques	Respect For Diversity and Difference in Practice	6		-	-	100%	3	-	100%		
SWK 443/444 Article Critiques	Utilization of Research Informed Practice and Practice-Informed Research	6		-	-	100%	3	-	100%		
SWK 443/444 Article Critiques	Apply Knowledge of Human Behavior and the Social Environment	6		-	-	100%	3	-	100%		
SWK 443/444 Article Critiques	Demonstrate Knowledge and Skills Re: Advancing Social & Economic Justice	6		-	17%	83%	2.8	0.4	100%		
SWK 443/444 Article Critiques	Applying the Knowledge & Skills to Generalist SWK To Practice In Various System Levels	6		-	-	100%	3	-	100%		
SWK 443/444 Article Critiques	Written Expression	11		-	26%	74%	2.7	0.4	100%		-6%
SWK 443/444 Article Critiques	Topic Clarity & Support	6		-	17%	83%	2.8	0.4	100%		
SWK 443/444 Article Critiques	Subject Knowledge	11		-	22%	78%	2.8	0.4	100%		-2%
SWK 443/444 Article Critiques	Demonstrates Intergration of Christian Faith With SWK Values and Ethics	6		-	-	100%	3	-	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#1 Identify as a professional social worker and conduct oneself accordingly.	5		-	-	100%	3	-	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#2 Apply Social Work Ethical Principles to guide professional practice.	5		-	-	100%	3	-	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#3 Apply critical thinking to inform and communicate professional judgments.	5		-	19%	81%	2.8	0.4	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#4 Engage in diversity and difference in practice.	5		-	19%	81%	2.8	0.4	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#5 Advance human rights and social & economic justice.	5		-	-	100%	3	-	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#6 Engage in research-informed practice and practice-informed research.	5		-	19%	81%	2.8	0.4	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#7 Apply knowledge of human behavior and the social environment.	5		-	20%	80%	2.8	0.4	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	5		-	19%	81%	2.8	0.4	100%		

SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#9 Respond to contexts that shape practice.	5		-	-	100%	3	-	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#10 Engage, assess, intervene, & evaluate with individuals, families, groups, organizations, & communities.	5		-	-	100%	3	-	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	#11 Integrate a personal Christian World View with professional social work values and ethics.	5		-	20%	80%	2.8	0.4	100%		
SWK 443/444 Written Agency Analysis	APA Format	10		-	10%	90%	2.9	0.3	100%		
SWK 443/444 Written Agency Analysis	Grammar & Spelling	10		-	10%	90%	2.9	0.3	100%		
SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	Written Expression	4		-	-	100%	3	-	100%		
SWK 443/444 Written Agency Analysis	Topic Clarity & Support	10		10%	10%	80%	2.7	0.6	90%	-10%	
SWK 443/444 Written Agency Analysis	Demonstrate Knowledge and Skills for Advancing Social & Economic Justice	10		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	APA Format	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Professional Source Citation	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Writing Skills	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Critical Analysis	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Problem Conceptualization	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Problem Analysis	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Service Delivery Analysis	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Christian World View	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Conclusions	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Recommendations	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Advocates for Client Access to Services	1		-	100%	-	2	-	100%		-100%
SWK 499 Sr. Research Paper	Engages Diversity	1		-	-	100%	3	-	100%		
SWK 499 Sr. Research Paper	Advances Human Rights & Economic Justice	1		-	100%	-	2	-	100%		-100%
SWK 499 Sr. Research Paper	Applies HBSE Knowledge	1		-	100%	-	2	-	100%		-100%
SWK 499 Sr. Research Paper	Advances Social & Economic Well-being in Policy & Service Provision	1		-	100%	-	2	-	100%		-100%
SWK 499 Sr. Research Paper	Responds to Contexts that Shape Practice	1		-	-	100%	3	-	100%		

***Benchmark Scoring Guide:**

- 0.00-.99 includes not attempted or fails or is unable to perform
- 1.00-1.99 means unacceptable or has trouble or shows difficulty in performance
- 2.00-2.99 means Basic Competence (70-79%)
- 3.00-4.00 includes Advance Competence (80-89%) through Exemplary (90-100%)

ORU SWK Program Benchmarks:

- 1. 100% of SWK students score at least Basic Competence (70-79%) and above.
- 2. 80% of students score Advanced Competence (80-89%) through Exemplary (90% & above)

To understand the table:

Add columns 2 + 3-4; the benchmark is reached if score of added values equals 100%; if short of benchmark the percent is listed in the next to last column.
 Examine column 3-4; the benchmark is reached if score equals 80% or better; if short of benchmark the percent is listed in the last column.