

Uganda Christian University

Uganda Studies Program

Social Work Practicum and Seminar for Senior Level

Credit Hours:

- ❖ Social Work Practicum for Senior Level
 - 10 credit hours received
 - 400+ practicum hours (depending on school requirements)
- ❖ Social Work Seminar for the Ugandan Context
 - 2 credit hours received
 - 2 classroom hours per week

Instructor: Lisa Tokpa, MSW (Social Work Coordinator & Faculty, Uganda Studies Program)

Course Description

The Senior Level Field Experience provides students with opportunities to integrate social work theory and practice in a cross-cultural setting. Students will complete a minimum of 400 hours of practice at an approved service location in Uganda. Each student will be on-site 3-5 days per week under the supervision of her/his field supervisor and USP Social Work Coordinator. This course will include discussion of field practice in both seminar settings and one-on-one meetings with the field supervisor and the USP Social Work Coordinator. In addition, students will participate in site visits by the USP Social Work Coordinator and produce written journals and assignments.

The course content is created within the framework of Cultural Humility. Within this framework, there are 3 focuses – attitude change, knowledge acquisition, and skill development. Every assignment and discussion is intended for the development of students within these areas:

Knowledge – Students will become more aware of the existence and extent of social, political, and economic disparities in the contexts in which they are conducting their placement. Students will better understand the relationship between social, political, and economic dynamics and resulting beliefs and behaviors of community members. This experience calls upon students to apply what they have learned in the classroom to a practice setting in order to build upon that knowledge. The seminar is part of evaluating this knowledge acquisition.

Attitudes - Students' emerging knowledge and "cultural competence" should lead to an *awareness* of their own biases and an avoidance of stereotyping community members. Discussions should also lend to new and deepened insights into their own privilege and power and how this impacts the profession-client relationship. This should lead students to be sympathetic to historical and institutional sources of community's behaviors towards them.

Behavior/skills – Students will build their *cross-cultural communication skills*, which includes a tone of humility rather than authority. Other skills development should include an increased *ability to engage in participatory decision-making and problem-solving* and *harnessing strengths and assets* in the community and simultaneously *identifying and analyzing unequal distribution of power and resources* that erodes the opportunities of some groups, while perpetuating the privilege of other groups. *Advocacy* skill development should also be exhibited in bringing new knowledge to a larger public forum.

Notes from the field: learning cultural humility through critical incidents and central challenges in community-based participatory research: <http://www.thecyberhood.net/documents/papers/jcp10.pdf>

Course Objectives

- 1) Gain insight and experience through applying the knowledge and skills of a generalist social work practice to the Ugandan context.
- 2) Further develop critical thinking and practice skills in the context of a cross-cultural social work practice.
- 3) Enhance student awareness and sensitivity to the value base of the social work profession and its ethical standards and principles in relationship to the challenges of working in a cross-cultural setting.
- 4) Develop cross-cultural communications skills, sensitivity and humility when working with different client populations, colleagues and communities.
- 5) Prepare students for practice with culturally diverse, oppressed and vulnerable populations.
- 6) Encourage students to integrate their faith in to their work and profession.

Required Reading

Readings/podcasts/videos noted in “reading and assignments” section of outline below, including specified sections of the following books:

Storti, Craig. The Art of Crossing Cultures. 2nd ed. Yarmouth, ME: Intercultural Press, 2001.

Byakutaaga, Shirley Cathy. Tips on Ugandan Culture: A Visitor’s Guide. Kampala: Tourguide Publications, 2006.

Elmer, Duane. Cross-Cultural Servanthood: Serving the World in Christlike Humility. InterVarsity Press, 2006.

J.M. Twikirize, N. Asingwire, J. Omona, R. Lubanga, A. Kafuko. The Role of Social Work in Poverty Reduction and the Realisation of Millennium Development Goals in Uganda. Fountain Publishers, 2013. (Available in UCU library)

Mapp, Susan C. Human Rights and Social Justice in a Global Perspective: An Introduction to International Social Work. Oxford University Press, 2014.

* Other required readings may be assigned during the semester

Recommended Material (in USP library or on-line)

Wydick, Bruce; Glewwe, Paul; Rutledge, Laine. Does International Child Sponsorship Work? A Six-Country Study of Impacts of Adult Life Outcomes. *Chicago Journals*, 2013. <http://www.jstor.org/stable/10.1086/670138>

Podcast: <http://www.onbeing.org/program/father-greg-boyle-on-the-calling-of-delight/5053>. Father Greg Boyle articulates concepts of Cultural Humility and presents a “Kinship Model” of service in his work with gang members.

HIV/AIDS: Uganda AIDS Commission has a host of articles on this website: <http://www.aidsuganda.org/>

Books: See books in the Social Work section of the USP library

Week #	Topics	Reading & Assignments
Orientation (Aug 21-24)	Basic Overview Placements	
Aug 25-Sept 2	RWANDA	<i>Observe, take notes, and be ready to debrief</i>
Week 1 (Sept 4-10)	Syllabus & Paperwork Practicum expectations/goals Exploring Fears/Trusting the Process <i>Placement Orientation (5:30pm)</i>	<u><i>Due Friday:</i></u> Journal 1
Week 2 (Sept 11-17)	Crossing the First Threshold Defining Social Work Openness/ Building rapport Stages of a Practicum <i>*Extra Session: Art of Crossing Cultures</i>	<u><i>For class:</i></u> <i>Cross-Cultural Servanthood</i> (pg. 13-20. 37-56) <i>IFSW Statement of Ethical Principles</i> <i>Developmental Stages of a Practicum</i> <i>The Art of Crossing Cultures (chapters 1-3); Tips on Ugandan Culture (any 3 chapters)</i> <u><i>Due Friday:</i></u> Journal 2
Week 3 (Sept 18-24)	Social Work in Uganda <i>Cross-Cultural Social Work Group Meeting</i> <i>*Extra Session: Art of Crossing Cultures</i>	<u><i>For class:</i></u> <i>The Role of Social Work in Poverty Reduction and the Realisation of Millennium Development Goals in Uganda (Ch. 1, 5, 7)</i> <i>The Art of Crossing Cultures (chapters 4-7); Tips on Ugandan Culture (any 3 chapters)</i> <u><i>Due Friday:</i></u> Journal 3 Learning Agreement due for Social Work Coordinator feedback
Week 4 (Sept 25 – Oct 1)	Homestays Cultural Humility (part 1) Power/Privilege/Race	<u><i>For class:</i></u> <i>Article: Cultural Humility: A Framework for Local and Global Engagement</i> http://digitalcommons.georgefox.edu/cgi/viewcontent .cgi?article=1012&context=soe_faculty <u><i>Due Friday:</i></u> Journal 4 Finalized Learning Agreement due to SW Coordinator and Field Supervisor Practicum Report 1 Time Sheet 1
Week 5 (Oct 2-8)	Ethical Tensions Supervision Faith and Social Work Practice	<u><i>For class:</i></u> <i>CSWE article: Ethical Tensions & Dilemmas Experienced in a Northern Ugandan Social Work Internship</i>

		<u>Due Friday:</u> Journal 5
Week 6 (Oct 9-12) <i>shorter week</i>	International Child Welfare <i>Cross-Cultural Social Work Group Meeting</i>	<u>For class:</u> Mapp chapter 4 <u>Due Thursday before RHS:</u> Journal 6 Mid-semester evaluations
Oct 13-22	Rural Homestays	<i>Observe, journal, and be ready to debrief</i>
Week 7 (Oct 23-29)	HIV/AIDS: MildMay Uganda Movie Night: <i>Half the Sky</i>	<u>For class:</u> Mapp chapter 6 <u>Article:</u> TBA <u>Before MildMay Visit:</u> MildMay websites: www.mildmay.org/ and www.mildmay.or.ug/ <u>Due Friday:</u> Journal 7 Mid-semester Evaluation due
Week 8 (Oct 30 – Nov 5)	Debrief: - Rural Homestays - Gender Inequality/ <i>Half the Sky</i> - MildMay Uganda	<u>For class:</u> Mapp chapter 7 <u>Due Friday:</u> Journal 8 Practicum Report Time Sheet
Week 9 (Nov 6-12)	War & Conflict Northern Uganda Cultural Humility (part 2)	<u>For class:</u> <u>War & Conflict</u> Mapp chapter 5 <u>Article 1:</u> <i>Violence against Women in Northern Uganda: The Neglected Health Consequences of War</i> http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1324&context=jiws <u>Article 2:</u> <i>A Case Study from Northern Uganda</i> http://cswr.columbia.edu/wp-content/uploads/2012/10/Pesso.pdf

		<p><u>Cultural Humility</u> Article 1: <i>Same, same but different: the development of cultural humility through an international volunteer experience</i> http://www.ijhssnet.com/journals/Vol_2_No_17_September_2012/3.pdf Article 2: <i>Engaging clients with cultural humility</i> http://www.thefreelibrary.com/Engaging+clients+with+cultural+humility.-a0385805845</p> <p><u>Due Friday:</u> Journal 9</p>
Week 10 (Nov 13-19)	Use of Self (part 1) Termination and Closure	<p><u>For class:</u> Article: <i>Conscious Use of Self: Tuning the Instrument of Social Work Practice with Cultural Competence</i> http://mcnellie.com/525/readings/heydtsherman.pdf</p> <p><u>Due Friday:</u> Journal 10</p>
Week 11 (Nov 20-26)	Use of Self (part 2): Personal Culture, Enneagram	<p><u>For Class</u> Take Enneagram Online Survey</p> <p><u>Due Friday:</u> Journal 11</p>
Week 12 (Nov 27-Dec 3)	Translating your Experience <i>Cross-Cultural Social Work Group Meeting</i>	<p><u>For Class</u> TBA</p> <p><u>Due Friday:</u> Capstone Final 1-1 Meeting (tentative) Practicum Report Time sheet signatures Final Evaluation due to SW Coordinator for her additions</p>
EXAM WEEK (Dec 4-8)	Reflecting on semester Case Presentations	<p><u>Portfolios Due Thursday</u> <i>(All final paperwork is due to all 3 supervisors before you leave the country)</i></p>
Dec 9-12	Debrief	

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Dec 9-12	Debrief	

* You are encouraged to schedule either one-on-one or group supervision meetings with USP SW Coordinator on an as-needed basis.

Semester Outline

Course Evaluation

- 1) Field Experience (including all practicum documents) (60%)
- 2) Journals (15%)
- 3) Class Participation (attendance, coming prepared, participating in discussions/debrief) (15%)
- 4) Capstone Paper (5%)
- 5) Case Presentation (5%)

Attendance:

Students are expected to attend all classes and complete all required practicum hours. In the event of an illness or an emergency, a note/email must be provided within 24 hours to the USP SW Coordinator for an excused absence. Due to the nature of the class, absence could

affect a student's participation grade if unexcused.

Requirements:

- 1) Complete required hours of practicum experience by the end of the semester (400+, depending on sending school). It is important that you spread out your hours through the course of the semester. It is your responsibility to keep track of your hours and make sure you are on-track. Please use the time sheet provided, unless you have discussed using a different document with the SW Coordinator.
- 2) Complete all assigned reading and come to seminar prepared to discuss your insights by reviewing and preparing an answer in response to ALL of the **Seminar Discussion Questions**. Offer feedback and constructive criticism to peers in seminar setting.
- 3) Complete all **Seminar Assignments**, *ensuring that your name is on all assignments and in the title of the saved document*. Written assignments are due by Friday unless otherwise noted.
 - a) **Journals** – Self-reflection is a key component of Cultural Humility and the social work profession. Journals are a significant part of this process. The following is adapted from the book, *Charting A Hero's Journey*, by Linda A Chisholm.

Journals are not simply a telling of thoughts, feelings and daily goings on, according to Chisholm, 'it is a developed form of literature that teaches you the art of careful observation, accurate reporting and in this case, cross-cultural analysis' (xi). A journal commands the writer and invites the reader into the very process through which new thinking is derived and change occurs (11). In this class we are going to use these journals as our primary means for thinking about and understanding the things you are experiencing and learning through your practicum sites. Journals, at their best, 'are a vehicle for the student to examine, direct, and document the transformation of the self' (xi)

Choose a prompt (or question(s) on a given topic) from the **Seminar Discussion Questions for the next week's discussion** that are relevant to what you are experiencing or thinking about, and use it *as a starting point* for exploration and integration.

- The journals are qualitative, not quantitative. Journals need to be meaningful and show that you are able to summarize your thoughts clearly in 2 pages or less. Clearly indicate which prompts you are responding to at the beginning of your entry. Responses should be thoughtful, revealing and reflective, making connections between experience and class content. You will be evaluated on your thoughtfulness, your observation, the clarity of your writing, and on the knowledge of your host culture and social work profession that you have gained from your academic studies and from your practicum experiences.
- Journals should all integrate a connection between your practice and at least 1 of the CSWE Social Work Competencies (or practice behaviors).
- Journals should be submitted to the SW Coordinator by the Friday of each week you conduct your practicum. Journals should be emailed to uspsocialwork@gmail.com. *No journals will be accepted after you begin a new week at your practicum site.*
- Journals will be evaluated based on the following:
 - *Observation*: Responses grow out of keen observations, which should include specific incidents, comments, reactions, or feelings. Be specific/explicit
 - *Knowledge/Attitude/Behavioral/Skill Development* of and within host

culture and social work profession (see definition of the above within a Cultural Humility framework): Demonstrates increased knowledge and awareness of the host culture, norms and expectations using specific examples from your experience at your placement.

- *Integration*: Creatively integrates and connects the readings, course content, SW competencies, and themes with personal experience in a meaningful way. Evidences ability to think critically, critique, analyze and interrelate information.
- *Academic writing* (this is not a blog!): Journals should be well organized, which means a clear, concise, and defined thesis statement occurs in the first paragraph, as well as a clear description of which question you are addressing. Clear and logical transitions flow between the introduction, body, and conclusion. For help please see:
<http://owl.english.purdue.edu/owl/resource/685/1/>

SUGGESTION: Keep a “Field Notes Journal.” A field note journal is a really helpful tool in completing your journal. This is a small notebook that you carry with you everywhere you go and throughout the day jot down notes, questions, observations, conversations etc. This will help you retain details and generate more questions that you can come back to and reflect on as you write your journal. Doing this takes discipline and intentionality; get into the habit early on and make a point of keeping track of your daily observations. Try to observe as accurately and objectively as possible. You will analyze and synthesize your observations later in your journals.

- b.) **Capstone Paper** should be 4-6 pages in length and submitted on or before the date due. It must be emailed to uspsocialwork@gmail.com. *Make sure you save it with your name in the title.* The Capstone Paper should include:
- i) What you have learned about the field of social work through...
 - (1) Your experience at your practicum site. This portion should include specific experiences that led you to these new insights.
 - (2) Readings this semester (social work or other classes, research from site, etc.)
 - (3) Discussions with supervisor or coworkers at your site
 - ii) How might these new insights impact your future social work practice?
 - iii) Look back through your journals and the social work competencies that you worked towards during your field placement. How would you respond to a potential employer who is asking how your experience in Uganda will help you succeed as a social worker in the US? Make sure to include a discussion about skills/experiences at different levels of engagement (micro, mezzo and macro) and at least 2 social work competencies.
 - iv) Create a new section of your professional resume that describes your field experience. Include this section of your resume at the end of your Capstone Paper for feedback/edits from the USP SW Coordinator.
- c.) **Case Presentation**: Students will be expected to formally present one case to the class for discussion and feedback. These presentations should be based on real cases encountered during your field placement. *Students should take care to protect the confidentiality and should NEVER interfere or hinder the work that your agency is doing with the client.* Your supervisor’s recommendation and guidance is key in this. The presentation should consist of a detailed social history, assessment of the case, current interventions, future goals and other pertinent information for consideration and discussion with the class. The case presentation should take approximately 30

minutes. See “Case Presentation Instructions” for more information.

- 4.) Complete all Practicum Documents and submit to USP Social Work Coordinator, field supervisor and your home campus advisor/field director by due date. Please use USP forms unless directed differently by your school and in consultation with the USP SW Coordinator.
 - a. **Practicum Reports** need to be completed and submitted to your Field Supervisor and USP Social Work Coordinator by the Friday of the week due. Additional **Field Placement Assignments** may be required at your practicum site. Please ask your on-site field supervisor what their expectations are during your placement.
 - b. **Learning Agreement:**
 - i. Meet with your field supervisor to establish a learning agreement within the first three weeks of the semester.
 - ii. Before finalizing your learning agreement, it must be emailed to the USP SW Coordinator for feedback.
 - iii. It is your responsibility to email copies of your finalized learning agreement to USP SW Coordinator, your on-site field supervisor, and your home campus advisor/field director (if they would like this information before the entire document is completed at the end of the semester).
 - c. **Mid-Semester Evaluation:** *This evaluation is added to your finalized learning agreement.*
 - i. Meet and discuss your mid-semester evaluation with your on-site field supervisor during week 6 of your practicum
 - ii. The USP SW Coordinator will participate in a general evaluation meeting at least once during the semester, after you have met with your Field Supervisor for the mid-semester evaluation.
 - iii. Once your mid-semester evaluation is completed by your on-site field supervisor, they should email it to you and the USP Social Work Coordinator.
 - iv. If your home campus advisor would like to see the mid-semester evaluation before the end of the semester, please let the SW Coordinator know so that her comments can also be reflected on the document at this time.
 - v. Mid-Semester Evaluations do not need to be printed/signed.
 - d. **Final Evaluation:** *This evaluation is added to your finalized learning agreement and mid-semester evaluation.*
 - i. Meet and discuss your final evaluation with your field supervisor during week 11 or 12 of your practicum.
 - ii. Your on-site field supervisor should email this document to the USP SW Coordinator who may potentially add comments and then email it back to you.
 - e. **Time Sheets:** It’s important that you keep track of your hours on a daily basis using the USP time sheet form. If you have questions on how to log your hours, please ask. Your time sheets should be emailed/shown to your field supervisor and USP Social Work Coordinator by Friday of week 4, 8 and 12.
 - f. Submit a digital **Portfolio** to all your supervisors (Field Supervisor, USP Social Work Coordinator and Home Campus Advisor/Field Director) that includes:

- Learning agreement - mid-semester - final evaluation finalized document (after completed by both your Field Supervisor and USP SW Coordinator)
 - Time Sheets (calculated vertically, horizontally and with grand total)
 - Capstone
 - Any other assignments requested by your Home Campus Advisor/Field Director
- 5.) Participate in all Cross-Cultural Social Work Group meetings with UCU Social Work Social Administration (SWSA) students and UCU SWSA class. Come prepared to meetings with questions for your Ugandan peers and faculty and take notes during the class to discuss with UCU SWSA Chair.
 - 6.) Participate in all additional SW activities (i.e. documentaries, UCU Social Work class, field trips, etc.).
 - 7.) Participate in 1-2 on-site visits by the USP SW Coordinator or staff member during the semester.
 - 8.) Participate in a final one-on-one meeting with USP SW Coordinator. Come prepared with questions related to your future interests, resumes, and feedback about field placement.

Grading Scale

Students will be graded according to the following scale:

- A—90 to 100: Student meets expectations and fulfills all course goals exceptionally. Student demonstrates an understanding of social work and integration in the Ugandan context through thoughtful writing, consistent class participation and engagement at service site.
- B—80 to 89: Student meets expectations and fulfills all course goals, completing all requirements.
- C—70 to 79: Student does not meet course expectations and fails to fully engage in her/his site, practicum class and writing.
- D—60 to 69: Student does not meet course expectations and shows poor work at her/his site and in class.
- F—59 or below: unacceptable.

Journals	Up to 15/15
<u>Observation</u> : Responses grow out of keen observations, which should include specific incidents, comments, reactions, or feelings. Be specific/explicit.	Points Possible: 5
<u>Knowledge/Attitude/Behavioral/Skill Development of and within host culture and social work profession</u> : Demonstrates increased knowledge and awareness of the host culture, norms and expectations using specific examples from your experience at your placement.	Points Possible: 5
<u>Integration</u> : Creatively integrates and connects the readings, course content, SW competencies, and themes with personal experience in a meaningful way. Evidences ability to think critically, critique, analyze and interrelate information.	Points Possible: 5
<u>Academic writing</u> : Journal should be well organized, which means a clear, concise, and defined thesis statement occurs in the first paragraph. Clear and logical transitions flow between the introduction, body, and conclusion. For help please see: http://owl.english.purdue.edu/owl/resource/685/1/	(Deduction for errors)
Comments:	Social Work Practicum for Senior Level Syllabus

Case Study & Presentation	
Student Name:	
<u>Written Case Study:</u> professional writing, length, clarity, timeliness of submission, and response to all case study topics. (See comments on your case study for more feedback)	<u>Possible Points: 10</u>
<u>Case Presentation:</u> overall articulation of case (professional language, presentation skills, clarity, length, etc.). Inclusion, clarity and articulation of all topics of social history and interventions (past/current/future).	<u>Possible Points: 10</u>
<u>Case Presentation:</u> facilitation of discussion on case dilemmas	<u>Possible Points: 10</u>
<u>Comments</u>	<u>Possible Points: 30</u>

SWE Capstone	
Student Name:	
<u>Demonstration of increased understanding of social work</u>	<u>Possible Points: 4</u>
<u>Clear connection to experiences at practicum site</u>	<u>Possible Points: 4</u>
<u>Strong integration of readings and discussions</u>	<u>Possible Points: 4</u>
<u>Thorough and accurate translation of your Ugandan field placement to future US employers</u>	<u>Possible Points: 4</u>
<u>Ability to analyze Ugandan field placement in the form of a resume portion</u>	<u>Possible Points: 4</u>
<u>Writing mechanics and grammar:</u>	(deduction for significant errors)
<u>Total</u>	<u>Possible Points: 20</u>

