

Course Information



SW-BHT-SUDC Internship

SW 2940- [REDACTED]

Fall 2024

Course Section Information

Meeting Days: [REDACTED]

Meeting Times: [REDACTED]

Classroom: [REDACTED]

Campus: [REDACTED]

Meeting Dates: 8/20/2024 -12/5/2024

SW-BHT-SUDC Internship

SW2940 [REDACTED]

Course Description

Course offered to Social Work (SW-AS), Behavioral Health Technician: CP CTE (BHT), and Substance Use Disorder Counselor: CP CTE (SUDC) students. Includes a lecture component that meets weekly, and a practicum component requiring supervised

internship/work in a community agency, or other volunteer experience, as outlined in SW-AS/BHT/SUDC internship agreement.

Course Note

This course fulfills the field practicum component of the Behavioral Health Technician (BHT) certificate training with Salt Lake Community College (SLCC).

This course fulfills the NAADAC/NCC AP field practicum component of the core curriculum for the Substance Use Disorder Counselor (SUDC) Training Certification of Proficiency with Salt Lake Community College (SLCC).

Field Education: The Signature Pedagogy of Social Work Education

Field education is considered the “signature pedagogy” in social work education, meaning that it is the central form of instruction and learning in which the profession socializes its students to become practitioners. In the field, students have the opportunity to test what they learn in the classroom and to integrate theory with practice. In accordance with NASW and NAADAC standards, field education is an integral part of the SLCC SW program’s academic curriculum, designed to reinforce students’ identification with the purposes, values, and ethics of the social work profession; to foster the integration of empirical and practice-based knowledge; and to promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of the core competencies of generalist social work practice. The Integrated Internship Seminar is the intellectual bridge course that ties the classroom education and field work together.

Course Information

This internship/community engaged learning is offered to social work students at the culmination of their coursework. The Social Work Internship/community engaged learning course and internship is designed to provide a more heightened learning experience with the addition of an experiential opportunity in the field of social work while simultaneously attending a weekly class/group process. This course and internship/community engaged learning course will provide the student a two-fold opportunity to gain a heightened level of skills and knowledge through class instruction/group processing as well as an

extended opportunity to gain a hands-on learning experience to observe, explore and experiment with social work constructs and models.

In addition, the student will build relationships with professionals and gain confidence and experience that will enable them to secure employment in social work or qualify for the application requirements to a four-year BSW program. Lastly, the student will gain a heightened awareness of the power of “giving service” to others. This internship/community engaged learning opportunity will be the initial step towards a life-time journey of engagement with others and/or our community. As a social worker you will learn that community engaged learning has a symbiotic relationship with social work. Community engaged learning is our

Variable Internship Credit Calculations

Students will complete 45-hours of community volunteer/work for each credit of internship taken, in addition to the required 45-hour lecture component of this course. The minimum number of internship credits per semester that can be taken is 2 (1 lecture +1 volunteer/work = 2 credits or 90 hours), and the maximum is 6 (1 lecture + 5 volunteer/work = 6 or 270 hours).

Please reference the chart below to determine how many community volunteer/work credits to complete:

Lecture Credit	Volunteer/Work Credits	Total Credits
1 credit (45 hours)	1 credit (45 hours)	2 credits (90 hours)
1 credit (45 hours)	2 credits (90 hours)	3 credits (135 hours)
1 credit (45 hours)	3 credits (135 hours)	4 credits (180 hours)
1 credit (45 hours)	4 credits (180 hours)	5 credits (225 hours)
1 credit (45 hours)	5 credits (225 hours)	6 credits (270 hours)

PLEASE NOTE: Please consult your academic advisor or program faculty for questions regarding the required internship hours for your specific program. As noted above, students may complete internships over the duration of more than one semester.

Student Community Internship Expectations

With regard to the practice component of this course, students will be expected to do the following:

- Attend weekly supervision meetings with their supervisor.
- Consistently arrive on time for work at their practicum site.
- Be at their practicum agency at all scheduled times unless they have a legitimate emergency.
- Contact the practicum agency prior to the starting time if they must be absent (when possible).
- Practice in a professional manner consistent with the NASW/NAADAC Code of Ethics.
- Provide services to practicum agency clientele each week, continuing through the last week of class.

Confidentiality and Ethical Practice

Students will have the opportunity to engage in an appropriate level of self-disclosure in the Seminar course. The discussion of experiences working with clients in the social services field is necessary to make the most out of practicum. Thus, learning to appropriately open up and discuss your personal experiences, including mistakes and successes, will help students understand the real-life impact of the profession. Students are expected to use respect by honoring the experiences of their peers with confidentiality. In other words, whatever is discussed in class stays in class.

The learning experience will depend heavily on each student's level of preparation and commitment to participate in classroom discussions, exercises, and activities.

Attendance in seminar is required. Participation required and crucial to each student's professional development. It is important to remember that student interns are learners, not licensed professionals. Therefore, please engage at a high level.

Process for Placement

Please Note: Students are NOT automatically placed in a community internship. Prior to registering for SW2940 each student is required to schedule a meeting with the SW program internship instructor/coordinator to identify an area of professional interest wherein the student can apply and observe applicable social work frameworks, theory, models, and skills in a community partner agency.

Once students have met with the internship instructor/coordinator, they will begin to contact community agencies through email and provide a current resume and request an interview for an internship position. Students will then set up an appointment for an interview with the selected community agency's field supervisor to determine if the agency is a match with the skill set and experience of the student. Once students have been offered an internship position, they will notify the internship instructor/coordinator through email, and the internship instructor/coordinator will provide the student information on the next steps. See Canvas for details.

Post Placement Process

At the completion of the internship hours, the student will have a termination/closure interview with their field instructor and SLCC SW internship instructor/coordinator to coordinate the final internship evaluation, to finalize the students time sheet, and to complete any agency related paperwork. See Canvas for details.

Textbooks, Readings, and Course Materials

Title: NONE

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Develop essential areas of knowledge in effective social work practices such as in the identification of goals and application of conceptual frameworks relevant to the specific population served within their internship placement and assessed in their final analysis paper.

- Employ theoretical constructs and social work applications to specific population(s) served within their internship placement and through their final analysis paper.
- Employ principles of effective communication (e.g. use of “I” messages, active listening, resolving conflict, etc.) and practice these skills both orally and in writing with clients/populations served within the agency and the internship staff.
- Demonstrate the application of critical thinking skills and problem solving in social work practice (e.g. assessment of the presenting problem, integration and application of theoretical approaches, identification of effective interventions and evaluation of said interventions etc.) and assessed in their final analysis paper.
- Evaluate the skills necessary for effective engagement in the community and formulate valuable principles for practice and professionalism within the social work arena.

Communication Plan

I will respond to email within two business days (48 hours) of receipt. I will offer feedback on major assignments within 7 days of the submission due date. The best way to contact me is via the Canvas Inbox, and prioritize this over email and other modes of communication.

- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

How to Succeed in the Course

Students will come to experience that the professional realm is small. Everything you do in the classroom is in similitude of the professional realm. Act with integrity as students may engage with Instructors professionally.

Instructor recommended strategies for achieving success in a college course include, actively attending class, engaging with the material, completing assignments on time,

seeking help when needed, studying effectively, and maintaining open communication with the instructor; essentially emphasizing the importance of consistent participation, thorough understanding of course concepts, and proactive time management to achieve a positive grade.

Coursework & Assignment Descriptions

Completion of internship hours: While a specific grade is not being provided for the completion of a student's completion of the total required hours, students will not pass this course without completing a minimum of 225 hours in the field, unless the student has formally requested to complete the internship over more than one semester and has registered for fewer than four internship credits.

Attendance: Because this course meets the Internship Seminar core requirements for the Substance Use Disorder Counselor Training Certificate, and the Behavioral Health Technician (BHT) Certificate, students are expected to attend each class period and actively engage with online course activities and assignments. Instructor will take attendance at the beginning of each class. Students are permitted two (2) absences throughout the duration of the semester without penalty. Each absence after two (2) will result in a ten percent (10%) deduction to students' overall grade. Students should discuss extenuating circumstances with Instructor. If an extenuating circumstance occurs, students must notify instructor via Canvas message and will be able to attend class virtually using Zoom (3 total allowed), which will count as being present. See Canvas for details.

Internship Placement Form: Students are required to meet with their assigned agency field instructor (supervisor) to finalize their internship placement and to complete all required internship documents contained within the Orientation Module and Module 1. The information provided in this form is critical for Social Work faculty and staff to maintain contact with your specific field instructor, and also ensure that we have accurate information about each of our field agency supervisors. This form is completed via Microsoft Forms. See Canvas for Details.

Internship Learning Agreement: In collaboration with your field instructor (supervisor), students will review their time sheet (learning outcomes tab) and develop a task or activity list for each of the competences, which will enable you to develop and

demonstrate each competency. You are encouraged to choose activities and advocate for learning experiences that will enable you to acquire desired skills and abilities that fall within the range of the scope of practice for a Behavioral Health Technician (BHT) and/or Substance Use Disorder Counselor (SUDC). Student learning agreements should be discussed and reviewed during regular supervision with the field instructor, the mid-semester site visit, and during seminar discussions as appropriate. By the end of the semester, students should be able to demonstrate at least a moderate level of competency (at least a 3 on a 5-point scale) for each of the outlined competencies in the Learning Agreement, as evaluated by your field instructor. See Canvas for Details.

Internship Supervision Contract: In collaboration with your field instructor, students will review the Supervision Contract and develop specific agency and supervision expectations and operating procedures (e.g., documentation review and submission deadlines), which are to be followed throughout the duration of the student's internship with the agency and field instructor. Should the Supervision Contract be revised between the student and field instructor, an updated copy of the document must be submitted to this assignment page. In the case that a student is assigned to a different field instructor, a new supervision contract must be completed prior to the student beginning internship hours under the supervision of the new field instructor. Students must ensure that the Supervision Contract aligns with and supports the student's scope of practice as a student learner, and not a licensed practitioner.

Weekly Time Sheet Hours & Journal Entry: One of the most important documents that students will keep during their internship is a well-documented and validated time sheet. The State of Utah requires that BHT and SUDC students complete a minimum number of supervised practices in the field during their training. Each completed internship task and hour must be documented and validated (signed) by the field instructor. Please Note: it is the responsibility of the STUDENT to ensure that they have kept an accurate accounting of each internship hour completed, and that each hour is associated with a core competency and direct practice skill, as required in the Learning Agreement. See Canvas for Details

Group Modality Presentation & Demonstration: Students will self-select into groups of four for this assignment. Once students form their groups, one group member will submit the full names of each group member in the comments section of this assignment page. Groups will select from the treatment-based interventions listed below for which to present and demonstrate to the class. During this assignment the classroom will function

as a structured skills group that is occurring within a treatment center environment. The total time length for this assignment is 14 minutes, seven minutes for the presentation and seven minutes for the demonstration. Presentations must provide a general review of the intervention, outline the most common populations that the intervention is used to treat, and then review three of the most common techniques or skills from the intervention that are used within psychoeducational groups. Following the presentation, groups will select and prepare one of the three skills discussed in the presentation to demonstrate for the class live. See Canvas for Details

(Mid-term) Reflection Paper Site Visit with Field Coordinator: Students will request to schedule a site visit with their field instructor and the SW program Field Coordinator. Site visits will focus on several areas of social work practice including the competencies outlined in the learning agreement, the students' progress toward the completion of the required practicum hours, and any noted areas of concern or areas for continued development as discussed by the field instructor. Following the site visit, students will process their field supervisors feedback and the general discussion from mid-term site visit and tie the feedback directly to three specific competencies from the learning agreement that they will create a brief plan of action to improve upon the second half of their internship. See Canvas for Details.

Grading Scale

Final Grade Distribution

<i>Grade:</i>	A	A-	B+	B	B-	C+
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	C	C-	D+	D	D-	E
<i>Percent:</i>	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Course Assignments	Weight
Attendance, Participation, Class Activities	15%
Module Assignments	15%
Weekly Timesheet & Journal Entry	30%

Group Modality Presentation & Demonstration	10%
(Mid-term) Reflection Paper (Site Visit)	15%
(Final) Practicum Exit Evaluation	15%
Total	100%

Grading Turnaround Time: Instructor works hard to ensure that assignments are graded within 7 business days after the assignment submission due date.

Late Assignments: Assignments over seven days late may not be accepted by Instructor unless there was prior discussion and agreement with the instructor and proper documentation to support your late submission.

Please Note: Your success is our success! Given that I truly don't want anyone to have a "0" on an assignment. If you missed an assignment, please reach out to me so I can support you in still submitting the assignment and earning some points for the assignment.

Late submissions will be accepted up to one week post due date; however, for each day late a deduction of the total grade may result according to the chart below:

Days Late	Daily Deduction (% of total points)
1st day:	5%
2nd day:	10%
3rd day:	15%
4th day:	20%
5th day:	25%
6th day:	30%
7th day:	30%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Roll Call Attendance	Assignment	100
8/24	(Post by 8/21) Recorded Student Intro	Discussion	10
8/24	(8/20-8/24) Weekly Time Sheet Hours & Journal Entry	Assignment	10
8/31	Compete Internship Learning Agreement	Assignment	10
8/31	Compete Internship Placement Form	Assignment	10
8/31	Compete Internship Supervision Contract	Assignment	10
9/7	(8/25-9/7) Weekly Time Sheet Hours & Journal Entry	Assignment	10
9/21	(9/8-9/21) Weekly Time Sheet Hours & Journal Entry	Assignment	10
10/1	Details Needed: Day and Time of Weekly Supervision and Anticipated Date of Completion of Field Experience	Assignment	25
10/5	(9/22-10/5) Weekly Time Sheet Hours & Journal Entry	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
10/19	<u>(10/6-10/19) Weekly Time Sheet Hours & Journal Entry</u>	Assignment	10
10/26	<u>Reflection Paper: Internship Experience and/or Site Visit with Field Coordinator</u>	Assignment	100
10/29	<u>Week 11 (Group 9): Weekly In-class Group Modality Demonstration</u>	Assignment	10
11/2	<u>(10/20-11/2) Weekly Time Sheet Hours & Journal Entry</u>	Assignment	10
11/5	<u>Week 12 (Group 10): Weekly In-class Group Modality Demonstration</u>	Assignment	10
11/12	<u>Week 13 (Group 11): Weekly In-class Group Modality Demonstration</u>	Assignment	10
11/16	<u>(11/3-11/16) Weekly Time Sheet Hours & Journal Entry</u>	Assignment	10
11/19	<u>Week 14 (Group 12): Weekly In-class Group Modality Demonstration</u>	Assignment	10
11/30	<u>(11/17-11/30) Weekly Time Sheet Hours & Journal Entry</u>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
12/5	EXTRA CREDIT: Course Evaluation	Assignment	10
12/13	(12/1-12/13) Weekly Time Sheet Hours & Journal Entry	Assignment	10

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Additional Class Policies

Electronic Devices: The use of laptops, cellphones, or other electronic devices are not permitted during class unless an ADA letter of accommodation has been provided. It is

distracting and disrespectful to peers to text or instant message, hold side conversations with peers, or be on your computers during class. Electronics must be stored away, or attendance points will be deducted for the day. Homework for other courses is not to be done during our class time. Instructor expects that during class, students are attentive, engaged, taking notes, and fully participating in discussion and class activities.

Exception: Electronic devices are used to complete group activities during the semester, wherein, use is permitted when necessary. If you need to use your cell phone to text or call someone, please leave the classroom or wait until after class.

Writing Expectations: It is expected that all assignments will be written on a college level with attention to spelling, grammar, appropriate citations and clear writing. Each product must be written in a 12-point font Times New Roman, double-spaced with one-inch margins on all sides. When applicable each product should follow APA 7 guidelines, when using other sources you need to include in-text citations and a citation in the Reference List. Please see the Student Writing and Reading Center if support is needed <http://www.slcc.edu/swc/index.aspx>

Personal Disclosure: Disclosure of personal information can often be an important part of the learning process and can lead to valuable personal insight. Any personal information will be held in confidence by students and should not be repeated outside of the course. If events occur of a personal nature that the student feels the instructor should be aware of please email me individually and not through the class discussion process.

Opinions: All opinions are valid, even negative ones or ones different than your own opinions. Although these feelings will differ from person to person, please respect the rights of other class members and disagree in a professional and respectful manner.

Microaggressions: These are comments or actions that subtly, and often unintentionally express attitudes that are prejudicial towards marginalized groups. The key part is they usually happen casually, frequently, and often without any harm intended.

[Advising and Counseling Support Services](#)

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to

access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)