San José State University  
School of Social Work  
ScWk 141-142, Social Work Practicum I & II,  
Sections 1& 2, Fall 2012 & Spring 2013

Instructor:  
Section 1: Blanca Tavera  
Section 2: Cilla Shaffar

Office Location:  
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Telephone:  
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Email:  
Please check with individual instructor

Office Hours:  
Please check with individual instructor

Class Days/Time:  
Please check with individual instructor

Classroom:  
Please check with individual instructor

Prerequisites:  
ScWk 141: prerequisites 111, 120, 130 & 140  
ScWk 142: prerequisites 111, 141

Field Education Web Page
Copies of course materials and Field Education information can be found on the Field Education Web Page at http://www.sjsu.edu/socialwork/fieldeducation or accessible through the “Courses” page on the School of Social Work website.

Catalog Description

ScWk 141: Field Practicum I  
Generalist Social Work Practice with individuals, families and communities from a transcultural perspective in an agency under supervision. Sixteen hours per week required in placement. (4 units. CR/NC grading. Prerequisites: ScWk 110, 120, 130 & 140; Co-requisite: ScWk 111)

ScWk 142: Field Practicum II  
Generalist Social Work Practice in an agency setting continued. Emphasis on individuals, small groups, and communities from a transcultural perspective. Sixteen hours per week required in placement. (4 units. CR/NC grading. Prerequisites: ScWk 111, 141; Co-requisite: ScWk 112).

Course Description

The Field Practicum (ScWk 141 and ScWk 142) is scheduled over two semesters. During each semester students are placed in one community agency under the supervision of a professional social worker who is their Field Instructor. The Field Instructor (FI) is required to meet weekly with each student for a minimum of one hour of supervision to help the student integrate course material into his/her own practice. Students spend two
days (16 hours) per week in the agency learning about and participating in the functions of that agency. A minimum of 480 hours of agency experience is required. Experience with client groups from an ethnic group different from that of the student is expected. If student’s performance is marginal, then more than the minimum number of hours may be required for students to develop competency in designated areas of practice. The Field Practicum is taken concurrently with ScWk 111 during the Fall semester and ScWk 112 during the Spring semester. Faculty led Field Seminars are held three times per semester).

**Course Competencies & Practice Behaviors (Student Learning Objectives)**

The following competencies are realized through this course:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research informed practice and practice informed research
7. Apply knowledge of human behavior and the social environment
8. Respond to contexts that shape practice
9. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Upon completion of ScWk 141 & 142 students will be able to:

1. Advocate for client access to the services of social work (PB 1a) (Professional Identity)
2. Practice personal reflection and self-correction to assure continual professional development (PB 1b) (Professional Identity)
3. Attend to professional roles and boundaries (PB 1b) (Professional Identity)
4. Demonstrate professional demeanor in behavior, appearance, and communication (PB 1d) (Professional Identity)
5. Engage in career-long learning (PB 1e) (Professional Identity)
6. Utilize supervision and consultation (PB 1f) (Professional Identity)
7. Recognize and manage personal values in a way that allows professional values to guide practice (PB 2a) (Ethical Practice)
8. Make ethical decisions by applying standards of the NASW Code of Ethics and other applicable codes of ethics (PB 2b) (Ethical Practice)
9. Tolerate ambiguity in resolving ethical conflicts (PB 2c) (Ethical Practice)
10. Apply strategies of ethical reasoning to arrive at principled decisions (PB 2d) (Ethical Practice)

11. Analyze models of assessment, prevention, intervention and evaluation (PB 3b) (Critical Thinking)

12. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities & colleagues (PB 3c) (Critical Thinking)

13. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power (PB 4a) (Diversity)

14. Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups (PB 4b) (Diversity)

15. Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c) (Diversity)

16. View themselves as learners and engage those with whom they work as informants (PB 4d) (Diversity)

17. Understand the forms and mechanisms of oppression and discrimination (PB 5a) (Social Justice)

18. Advocate for human rights and social and economic justice (PB 5b) (Social Justice)

19. Engage in practices that advance social and economic justice (PB 5c) (Social Justice)

20. Use research evidence to inform practice (PB 6b) (Research Informed Practice/Practice Informed Research)

21. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (PB 7a) (Theoretical Framework)

22. Critique and apply knowledge to understand person and environment (PB 7b) (Theoretical Framework)

23. Continuously discover, appraise and attend to changing locales, populations, scientific and technological advancements, and emerging societal trends to provide relevant services (PB 9a) (Change)

24. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PB 9b) (Change)

25. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities (PB 10.1a) (Intervention and Evaluation)

26. Use empathy and other interpersonal skills (PB 10.1b) (Intervention and Evaluation)
27. Develop a mutually agreed on focus of work and desired outcomes (PB 10.1c) (Intervention and Evaluation)

28. Collect, organize and interpret client data (PB 10.2a) (Intervention and Evaluation)

29. Assess client strengths and limitations (PB 10.2b) (Intervention and Evaluation)

30. Develop mutually agreed-on intervention goals and objectives (PB 10.2c) (Intervention and Evaluation)

31. Select appropriate intervention strategies (PB 10.2d) (Intervention and Evaluation)

32. Initiate actions to achieve organizational goals (PB 10.3a) (Intervention and Evaluation)

33. Implement prevention interventions that enhance client capacities (PB 10.3b) (Intervention and Evaluation)

34. Help clients resolve problems (PB 10.3c) (Intervention and Evaluation)

35. Negotiate, mediate, and advocate for clients (PB 10.3d) (Intervention and Evaluation)

36. Facilitate transitions and endings (PB 10.3e) (Intervention and Evaluation)

37. Social workers critically analyze, monitor and evaluate interventions (PB 10.4) (Intervention and Evaluation)

**Required Readings**

The following is required:

BASW Student Handbook for the 2012-2013 academic year (available online through the SSW Field Education website - [www.sjsu.edu/socialwork/fieldeducation](http://www.sjsu.edu/socialwork/fieldeducation)) and the NASW Code of Ethics are required reading.

**Library Liaison**

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the [Social Work Research Guide](http://libguides.sjsu.edu/scwk). The Social Work Library Liaison is: Teresa Slobuski, who may be reached by phone (408.808.2015) or email (Teresa.Slobuski@sjsu.edu).

**Classroom Protocol**

Students are expected to arrive on time for seminars, participate in exercises, and to be attentive to discussions. It is important to be courteous and respectful to one’s peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work.
Practicum Protocol

Students are expected to arrive on time for their practicums. They are expected to be attentive to training and directions, and to ask for support as needed. They are expected to participate in trainings, meetings and case conferences and to follow directions of Field Instructors. It is important to be courteous and respectful to one's peers as well as to field instructors and other agency personnel. Students are expected to follow the NASW code of ethics at all times. Students are asked to refrain from using cell phones, earphones or other devices except during breaks. Students are expected to use computers for practicum related work.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments/ Learning Experiences and Grading Policy

The Practicum and Fieldwork Seminar are taken as a credit/no credit course and will be evaluated by both the Field Instructor and the Faculty Field Liaison. The assignments are based on the variety of learning experiences that take place throughout the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Course Student Learning Objective/ (SLO)</th>
<th>(Practice Behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Agreement</td>
<td>15</td>
<td>9/6 or 9/13</td>
<td>Course SLO 1, 2, 3, 4, 5, 6, 7, 9, 10</td>
<td>PB all</td>
</tr>
<tr>
<td>Process Recording on assigned individuals or groups</td>
<td>10</td>
<td>11/8</td>
<td>Course SLO 1, 10</td>
<td>PB: 1b &amp; 10.4a</td>
</tr>
<tr>
<td>Practicum Paper</td>
<td>15</td>
<td>Week of 4/1/13</td>
<td>Course SLO 5</td>
<td>PB: 5c</td>
</tr>
<tr>
<td>Hours in Assigned Placement</td>
<td>20</td>
<td>ongoing</td>
<td>Course SLO 3 Course SLO 1, 2, 3, 4, 5, 6, 7, 9, 10</td>
<td>PB: all</td>
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</tbody>
</table>
### Interventions with Assigned Clients

<table>
<thead>
<tr>
<th>Course SLO</th>
<th>PB: all</th>
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<tbody>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>all</td>
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### Weekly Supervision with FI

<table>
<thead>
<tr>
<th>Course SLO</th>
<th>PB: all</th>
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<tbody>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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### Seminar Participation

<table>
<thead>
<tr>
<th>Course SLO</th>
<th>PB: 3b</th>
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<tbody>
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<td>3, 4, 5, 6, 7, 8, 9, 10</td>
<td>all</td>
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### Field Work Evaluations Forms

<table>
<thead>
<tr>
<th>Course SLO</th>
<th>PB: 1f, 3c</th>
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<tbody>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>all</td>
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</tbody>
</table>

#### Grading

In order to receive “Credit” for this course, all assignments and learning activities must be completed and your total class score must be 83% or higher. In addition, one or more of the following reasons may also result in a grade of No Credit: incomplete hours for field practicum; incomplete or inadequate performance on assignments; consistent delays in submission of assignments; inadequate understanding or adherence or the NASW code of ethics; and poor performance appraisal of student by agency supervisor.

#### Penalty for Late Work

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), please discuss your situation with me 24 hours prior to the time the assignment is due. In order to receive credit for this course all assignments must be completed and recommended changes should be addresses fully.

#### Assignment 1: Learning Agreement

The student and the field instructor are asked to develop a written agreement or Practicum Learning Agreement to help with the student’s personal and professional growth. This document encompasses the expectations of each in relation to teaching and learning objectives, assigned tasks, operating procedures, and issues around illness. Responsibility for negotiating and preparing the Practicum Learning Contract is shared between the assigned field instructor and the student intern. The student is responsible for submitting the Practicum Learning Agreement to their FFL on the date indicated on the practicum calendar. This learning contract is used as a guideline by the student, the FI, and the FFL in planning field assignments and evaluating performance.

#### Assignment 2: Process Recordings

Regular use of process recordings as a learning tool to maximize the benefits of weekly individual supervision is strongly encouraged. A minimum of one (1) process recording is due each semester to the Faculty Field Liaison.
A process recording helps in applying theoretical concepts to practice situations. This assignment will help develop an effective means for students to conceptualize and evaluate their practice with clients. Through this assignment, a student will collaborate with his/her FI to identify learning needs and expectations and will track progress toward achievement of educational objectives. Below is a standardized outline for the process recording assignment. *

<table>
<thead>
<tr>
<th>Outline for Process Recording</th>
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<tbody>
<tr>
<td><strong>Content-Narrative</strong></td>
</tr>
<tr>
<td><strong>Student Feelings/ Thoughts</strong></td>
</tr>
<tr>
<td><strong>Supervisor’s Comments</strong></td>
</tr>
</tbody>
</table>

Instructions for completing this form:

**Content- Narrative**

The recording should first present the actual description of the interaction between the student and others during the interview. The following should be included in this portion of a process recording:
- A description of how the interview began;
- Pertinent factual information and responses of both the client and the student;
- The feeling content of the interview, as it occurs, both on the part of the client and the student.
- A description of any action or nonverbal activities that occurred;
- The social worker’s observations and analytical thoughts regarding what has been happening during the interview; and,
- A description of how the interview ended.

**Students’ Feelings**

Included in process recordings is an assessment and interpretation of what went on during the interview and some understanding of it. Student may utilize hindsight in thinking through his/her role and use of self in the interview so as to become better involved in a purposeful manner with this client or other client’s in future contacts.

Students should evaluate their effectiveness as to the helping process and reflect on the use of intervention skills and techniques that were used or not used in specific parts of the interview. Students should also evaluate whether the purpose was accomplished and show how this was done or why it was not.

*Other formats are available on the Field Education website.

**Assignment 3: Practicum Paper**

This assignment is to be prepared following the instructions of the student’s faculty field liaison. A minimum of the first three sections of the practicum paper are due at the end of the SW 141 semester (Fall semester). The completion of the final paper is due at the

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1 Adopted from the School of Social Work, Virginia Commonwealth University
2 Adopted from the School of Social Work, Virginia Commonwealth University
end of ScWk 142 the Spring semester. It will be evaluated on depth of analysis and content. It should describe how you experienced and understand generalist social work practice from a transcultural perspective and your ability to describe the social work principles in your work with individuals, families and/or groups.

The purpose of this assignment is to provide an opportunity for the student to describe how he/she experienced and understood generalist social work practice from a transcultural perspective. The practicum paper also gives the student an opportunity to describe social work principles in working with individuals, families and/or groups. This paper should be at least 6 pages long. In the practicum paper, the student needs to elaborate on the following areas.

A. Engaging clients in professional relationships
   1. Developing relationships of trust
   2. Being non judgmental
   3. Beginning where the client is
   4. Moving at the client's pace
   5. Maintaining confidentiality
   6. Allowing choice and self determination
   7. Making conscious use of professional self

B. Collecting data and making appropriate assessment and plans
   1. Utilizing interviewing techniques to facilitate data collection and client empowerment
   2. Utilizing material from other classes (HBSE/Policy) to make proper assessments of client situations
   3. Understanding the strengths perspective and developing empowerment strategies

C. Implementing intervention strategies with client systems of all sizes
   1. Describe the intervention plans you implemented which promoted client empowerment
   2. Describe how you have evaluated the level of success of your interventions

D. Describing the impact of the field practicum experience

The student should describe what impact the field practicum experience has had upon his/her future plans for continued professional development. Also included is a description of what the student has learned about social work practice and his/her own level of skill in working with people. The student should describe what he/she believes they need to learn to become a more effective social work practitioner.

**Assignment 4: Hours in Assigned Placement**

Complete a minimum of sixteen (16) hours per week for fourteen (14) weeks in the fall and seventeen (17) weeks in the BASW approved agency to which the student is assigned.
Assignment 5: Interventions with Assigned Clients

Students are expected to carry a minimum of 1-3 cases for the Fall semester and a minimum of 3-5 cases for the Spring semester. Students are strongly encouraged to work with diverse ethnic and cultural groups. Students will be given the opportunity to observe and perform social work duties as part of direct and indirect practice under close supervision.

Assignment 6: Weekly Supervision with FI

Meet weekly with the agency Field Instructor for at least one (1) hour. Individual supervision is required to address specific student learning needs. Attend staff meetings. Meet with other field interns for group supervision if offered. Prepare case presentations.

Assignment 7: Seminar Participation

Monthly seminars led by the FFL will provide a supervised learning experience in a community-based social service agency. Seminars are designed to integrate the knowledge, values, and skills presented in the classroom with the field practicum experience. In each seminar, students will be required to critically assess their own practice skills and discuss the dimensions of social work practice from their emerging professional experiences in the field.

   Seminar Topics Cover the Following Areas:
   - Social work mandated reporting laws and protocol—instruction on reporting child abuse and elder abuse as a mandated reporter
   - Learning contracts
   - Use of supervision
   - Agency collaboration
   - Use of professional self
   - Working with groups
   - Pulling the field experience together
   - The termination process
   - Multiple social work roles at the BASW graduate level
   - Diversity and cultural awareness in working with the disenfranchised, marginalized population.

Assignment 8: Field Work Evaluation Forms

Complete Field Program and Faculty Field Liaison evaluations at the end of the Spring semester.

Class Participation:

Students will be assessed on the quality, and depth of their participation in seminar discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss their field work, and provide insights on issues from their own special knowledge and expertise. Students should notify the FFL in advance if they are not able to attend class or if they need to leave class early.
APA Format and Writing Requirements:

Specific APA and writing requirements should be described. Wording should be determined based on sequence and should requirements (wording below is a sample, not required).

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: the use of running heads is optional. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

School of Social Work Policies

School of Social Work Writing Policy

The Instructor will return selected assignments (as specified elsewhere in the syllabus) ungraded if at least five unique errors are found in grammar, punctuation,
sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

**A unique error is an error that will be counted 1 time.** For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student’s responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

**Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections (Optional)**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections](http://peerconnections.sjsu.edu) website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA
requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

ScWk 141 & 142, Social Work Practicum I/II, Fall 2012 – Spring 2013, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class.

### Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>ScWk 141: 1</td>
<td>9/6 or 9/13</td>
<td>Practicum Learning Contracts and the Use of Supervision (PB 1c, 1f) (Professional Identity)</td>
</tr>
<tr>
<td>5/6</td>
<td>10/4 or 10/11</td>
<td>Agency collaboration – Use of Self vs. Professional Self (PB 1a, 1b) (Professional Identity) Learning Contracts due in class.</td>
</tr>
<tr>
<td>10/11</td>
<td>11/8</td>
<td>Cultural Competency (PB 4a, 4b, 4c) (Diversity) Process Recordings due in class.</td>
</tr>
<tr>
<td>16/17</td>
<td>12/6 or 12/13</td>
<td>Reflections on the first semester of field work. (PB 1b, 1f) (Professional Identity) (PB 3b) (Critical Thinking) First 3 sections of Practicum Paper due in class.</td>
</tr>
<tr>
<td>ScWk 142: 7/8</td>
<td>2/7 or 2/14</td>
<td>Working with groups (PB 10.1a, 10.2d) (Intervention and Evaluation)</td>
</tr>
<tr>
<td>13</td>
<td>3/14</td>
<td>Social Work Professionals (PB 1c, 1d,) (Professional Identity)</td>
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</tbody>
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