San José State University
School of Social Work
ScWk 233, Social Work Practicum IV, Sections 1-10, Spring 2013

Instructor:  
Section 1: Jennifer Jackson  
Section 2: Anna Fimbres-Windley  
Section 3: Barbara Watkins  
Section 4: Laura Chin  
Section 5: Valerie Smith  
Section 6: Michael Curry  
Section 7: Johanna Blandino  
Section 8: Renáé Bhader  
Section 9: Lannette Alvarez  
Section 10: Rachel Ghezzi

Office Location: Please check with individual instructor
Telephone: Please check with individual instructor
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 232

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
Development of transcultural multi-systems practice skills in field of practice: aging, children, youth, and families, health/mental health, or education. Developing culturally competent skills to assess, plan, implement, and evaluate interventions from transcultural and strengths perspectives to address family and community well-being. (5 units. CR/NC. Prerequisite ScWk 232.)

Course Description
In this final semester of social work practicum, students continue their placement in a community-based social service agency that coincides with the student’s concentration year emphasis (e.g. aging, child welfare, and health and mental health). In their practice, and with ScWk 233, Social Work Practicum IV, Spring 2013
support of supervised training, student will further refine their professional skills toward becoming independent practitioners. Students continue to apply multi-systems interventions, practice in a critically self-reflective manner, and function in a collegial manner with colleagues and peers. Students continue to practice ethically and promote social justice for clients and continue to demonstrate knowledge and awareness of issues related to power, privilege, and oppression.

In the final semester of the Fieldwork Seminar, students will examine strategies to develop further into an independent social work practitioner with skills to promote social justice and client health and well-being. Students will gain practical knowledge to help them respond to difficult and challenging situations in their concentration area, including multi-systems issues and those that affect Latinos, African Americans, Asian Americans, and other diverse, oppressed, marginalized and disenfranchised individuals, families, groups, and communities. In addition, students also will examine professional development after the MSW program.

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. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Upon completion of ScWk 233 students will be able to:

1. Student advocates for client access to services in the context of a field of practice (PB 1a) (Professional Identity)
2. Student demonstrates capacity for self-reflection and critical evaluation of needs for professional development. (PB 1b) (Professional Identity)
3. Student demonstrates skill in managing professional boundaries including navigating ambiguities encountered in multiple roles (PB 1c) (Professional Identity)
4. Student demonstrates professional demeanor in behavior, appearance, and communication in the context of field of practice (PB 1d) (Professional Identity)
5. Student demonstrates ability to identify and pursue strategies for advanced professional development and growth (PB 1e) (Professional Identity)

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6. Student effectively uses supervision and consultation in their field of practice (PB 1f) (Professional Identity)

7. Student effectively applies decision-making strategies that are grounded in social work values and ethics and person-centered principles (PB 2a) (Ethical Practice)

8. Student adheres to legal and ethical standards in practice to ensure consumer/client and family member engagement in decision-making in adherence with the NASW Code of Ethics (PB 2b) (Ethical Practice)

9. Student ensures confidentiality of protected behavioral health information in accordance with all state and Federal regulations (PB 2c) (Ethical Practice)

10. Student uses social work knowledge, supervision and learning opportunities that arise in a diverse contextual framework (e.g. individual, family, community, and/or organizational factors), to resolve or acknowledge ambiguities and conflicts in making principled decisions (PB 2d) (Ethical Practice)

11. Student routinely exercises critical, higher order thinking in evaluating and seeking information to make reasoned professional decisions (PB 3a) (Critical Thinking)

12. Student evaluates assessment and intervention options based on evidence-based findings, practice wisdom and understanding of client strengths and needs (PB 3b) (Critical Thinking)

13. Student demonstrates skillful written and oral communication that is clear, focused and relevant to practice context (PB 3c) (Critical Thinking)

14. Student understands the historical and societal variables influencing interaction at the micro, mezzo, and macro levels in a specific field of practice. Student works to eliminate disparities in accessing and receiving service (PB 4a) (Diversity)

15. Student demonstrates increased awareness regarding personal biases while utilizing strengths-based approaches to working with diverse clients in a culturally responsive practice (PB 4b) (Diversity)

16. Student recognizes and communicates their understanding of the importance of difference in shaping life experiences. (PB 4c) (Diversity)

17. Student consistently demonstrates the skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to a field of practice (PB 4d) (Diversity)

18. Student demonstrates an understanding historical, social, political, and economic factors affecting clients and communities in the context of a field of practice, including dynamics related to stigma and discrimination (PB 5a) (Social Justice)

19. Student demonstrates knowledge of theory and skills related to advocating for social and economic justice in the context of a field of practice (PB 5b) (Social Justice)

20. Student engages in practice to improve social and economic justice in the context of a field of practice (PB 5c) (Social Justice)

21. Student demonstrates proficiency in integrating practice wisdom into research and evaluation activities. Student demonstrates proficiency in applying research skills to ScWk 233, Social Work Practicum IV, Spring 2013
22. Student demonstrates proficiency in critically analyzing research evidence in order to identify benefits and limitations of findings for use within particular practice contexts (PB 6b) (Research Informed Practice/Practice Informed Research)

23. Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation in a field of practice (PB 7a) (Theoretical Framework)

24. Student demonstrates the ability to critically evaluate and apply information about human behavior and the social environment from diverse perspectives (PB 7b) (Theoretical Framework)

25. Student uses research and practice experience to analyze public policies in a field of practice (PB 8a) (Policy)

26. Student demonstrates ability to collaborate with stakeholders to influence policy and program changes in a field of practice (PB 8b) (Policy)

27. Student demonstrates awareness of and good judgment in assessing and adapting to changing social conditions, and applying scientific knowledge and practice models (PB 9a) (Change)

28. Student demonstrates skill in interagency and multidisciplinary practice including effective collaboration with other professionals and organizations (PB 9b) (Change)

29. Student respectfully and skillfully establish effective working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes (PB 10.1a) (Intervention and Evaluation)

30. Student consciously utilizes empathy, respect, understanding and other interpersonal skills in establishing effective client relationships (PB 10.1b) (Intervention and Evaluation)

31. Student applies advanced social work practice skills to effectively work with clients to identify and work towards the accomplishment of shared goals (PB 10.1c) (Intervention and Evaluation)

32. Student applies advanced social work practice skills to effectively engage with diverse individuals to gather, analyze, and interpret client information in a coherent, objective manner (PB 10.2a) (Intervention and Evaluation)

33. Student applies advanced social work practice skills to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs (PB 10.2b) (Intervention and Evaluation)

34. Student applies advanced social work practice skills to involve clients, family members, and community service providers to develop effective and coordinated intervention plans (PB 10.2c) (Intervention and Evaluation)

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35. Student utilizes knowledge of efficacy of intervention strategies to develop a multidimensional intervention plan as appropriate (PB 10.2d) (Intervention and Evaluation)

36. Student demonstrates an advanced ability to understand of the roles of clients, family members, practitioners, the agency and the community, in shaping policy and in developing and implementing relevant interventions specific to a field of practice (PB 10.3a) (Intervention and Evaluation)

37. Student demonstrates an expertise in identifying and utilizing prevention measures that enhance clients’ individual strengths and protective factors (PB 10.3b) (Intervention and Evaluation)

38. Student demonstrates the ability to apply multiple interventions with clients, families and groups in multiple areas of practice, including prevention, early intervention, and crisis intervention (PB 10.3c) (Intervention and Evaluation)

39. Student applies advanced social work practice skills to negotiate, mediate, and advocate successfully for clients (PB 10.3d) (Intervention and Evaluation)

40. Student applies advanced social work practice skills to effectively engage in transition and termination process with clients (PB 10.3e) (Intervention and Evaluation)

41. Student demonstrates aptitude to systemically monitor, analyze and evaluate interventions, applying a knowledge- for- action approach to determine future action (PB 10.4a) (Intervention and Evaluation)

**Required Readings**

The following is required:

MSW Student Handbook for the 2012-2013 academic year (available online through the [SSW Field Education website](http://www.sjsu.edu/socialwork/fieldeducation)).

**Other Readings**


**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) available at 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).

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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>Evaluation</th>
<th>Due Date</th>
<th>Course Student Learning Objective/ (SLO)</th>
<th>(Practice Behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Recording on assigned individuals or groups</td>
<td>Credit/no credit</td>
<td>TBD</td>
<td>Course SLO 1, 10</td>
<td>PB: 1b &amp; 10.4a</td>
</tr>
<tr>
<td>Community Project and Paper</td>
<td>Credit/no credit</td>
<td>Week of 4/17/13</td>
<td>Course SLO 5</td>
<td>PB: 5c</td>
</tr>
</tbody>
</table>

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### Assignment Evaluation Table

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Evaluation</th>
<th>Due Date</th>
<th>Course Student Learning Objective/ (SLO)</th>
<th>(Practice Behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours in Assigned Placement</td>
<td>Credit/no credit</td>
<td>ongoing</td>
<td>Course SLO 3</td>
<td>PB: all</td>
</tr>
<tr>
<td>Interventions with Assigned Clients</td>
<td>Credit/no credit</td>
<td>ongoing</td>
<td>Course SLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>PB: all</td>
</tr>
<tr>
<td>Weekly Supervision with FI</td>
<td>Credit/no credit</td>
<td>ongoing</td>
<td>Course SLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>PB: all</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>Credit/no credit</td>
<td>ongoing</td>
<td>Course SLO 1</td>
<td>PB: 1c, 1f</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>Credit/no credit</td>
<td>Monthly</td>
<td>Course SLO 1</td>
<td>PB: 3b</td>
</tr>
<tr>
<td>Field Work Evaluations Forms</td>
<td>Credit/no credit</td>
<td>4/12/13</td>
<td>Course SLO 1, 3</td>
<td>PB: 1f, 3c</td>
</tr>
</tbody>
</table>

### 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: Process Recordings

Complete process recordings on assigned cases or group recording as determined by the FI, in consultation with the student. A minimum of one process recording per semester (including the Field Instructor’s comments and feedback) will be reviewed by the student’s FFL.

### Assignment 2: Community Project and Paper

The Community Project and Paper is an extension of the Community Project as it was proposed in ScWk 231. This assignment is to complete the proposed project and write a paper describing the project. The paper includes a description of the project, the model or theory of implementation, methods of implementation, results and outcomes, and a discussion of the project’s impact.

### Assignment 3: Hours in Assigned Placement

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Complete a minimum of sixteen (24) hours per week for seventeen (17) weeks in the MSW approved agency to which the student is assigned. Complete all work related tasks assigned by Field Instructor: structural assessment of groups, families, organizations and populations (e.g., Aging and the Aged, Children, Youth, and Families, and Health/Mental Health). Assigned tasks typically include assessment and interviewing, case management, group and family work, crisis intervention, consultation and education in prevention, policy making, program development, and structural changes that enhance interaction between consumers and service delivery system.

**Assignment 4: Interventions with Assigned Clients**

Complete a minimum of six to eight (6-8) case assignments with individuals, groups or communities as represented by one of the chosen population-at-risk (e.g., Aging and the Aged, Children, Youth and Families, Children and Youth in Schools, and People with Physical and Mental Disabilities). All students should have the opportunity to deliver social work services to individuals or groups who have a cultural background other than that of themselves in order to develop skills in transcultural practice. Services should include differential assessments and interventions that address family and community well-being. Services should include the organization of social networks, self-help groups, and leadership among the chosen population-at-risk.

**Assignment 5: Weekly Supervision with FI**

Meet weekly with the Field Instructor for supervision. Come prepared to supervision to ask questions regarding delivery of social work services to assigned individuals or groups. Follow directions of field instructor and request clarification when needed. Develop skills in consultation, policy analysis, and program development as the basis for transcultural advanced practice. Attend group supervision if offered.

**Assignment 6: Professional Activities**

Attend staff meetings, agency trainings, group supervision, consultation and case presentations as available. Use agency resources as they are available to engage in learning and gain exposure to professionalism in the field. Students are expected to have exposure to at least 2 group work experiences represented by the student’s chosen concentration area. This could include psycho-educational groups, support groups, staffing a committee, etc.

**Assignment 7: Seminar Participation**

Attend Field Seminars as scheduled. Students are expected to attend seminar and be prepared to participate. If students are unable to attend they must let the FFL know in advance and complete an alternative assignment. The alternative assignment will be a three-page written report about the missed topic of the field seminar and will relate to the student’s experiences in their field placement. Failure to complete a makeup assignment will result in a No Credit grade which means the student would fail the entire field education course.

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Assignment 8: Field Work Evaluation Forms

Completion of all field work evaluation forms including evaluation of field instructor, faculty field liaison, the placement agency, and the field education program.

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 base 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](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/](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 [ScWk 233, Social Work Practicum IV, Spring 2013](mailto:scwk233@students.sjsu.edu).
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 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/.