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## SAN FRANCISCO & SAN MATEO COUNTIES

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**SAN FRANCISCO COUNTIES:**

**I.**

Agency Name The Center for Special Problems  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County)  
Program Name The Center for Special Problems  
Intern Coordinator or Field Instructor \_\_\_\_\_  
Program Address \_\_\_\_\_  
(Street, City, Zip, County)  
J Contact Phone \_\_\_\_\_  
Contact Email \_\_\_\_\_  
Agency Website (none)

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):

- Yes     No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):

0	First Year MSW Field Placement
1-2	Second Year MSW Field Placement
0	BASW

3) Field(s) of practice: (please check all that apply):

- Aging (Gerontology)  
 Children, Youth, & Families  
 Health & Mental Health  
 School Social Work  
 Other (please specify):

4) Stipend availability (please check):

Yes (if yes, please fill in amount per year \$ Interns can apply for a competitive Multicultural Student Stipend of \$1800-\$3500, offered by the City and County of SF. )

- No

5) Does your agency provide summer internship opportunities?

- Yes     No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: English fluency and literacy.

Background, experience, professional interest, goals, characteristics, or other:

Prior to starting at CSP, interns must have completed a previous graduate level, supervised internship, involving the provision of mental health services. We do not expect interns to have had previous experience working with our particular client populations (trauma, HIV, gender, offenders). However, we are looking for applicants who are open to -- and interested in -- working with these populations. (Note that it's very unlikely that interns will see offender clients in individual therapy, as those clients are almost exclusively seen in group therapy.)

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare trans culturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

The Center for Special Problems (CSP) is an adult outpatient clinic of the San Francisco Department of Public Health, Community Behavioral Health Services. Since 1957, this agency has provided specialized counseling, medication, and case management services to San Francisco residents. CSP is focused on working with adults who are coping with mental health issues related to trauma, gender non-conformity, HIV disease/AIDS, and violent impulses. The agency serves an ethnically and culturally diverse population with a multidisciplinary, multilingual, and culturally sensitive staff.

8) Briefly, describe the population/s you serve.

All our clients are adults: 1) Survivors of trauma in childhood or adulthood; 2) Persons with HIV and mental health issues; 3) Persons with gender non-conformity issues or concerns; 4) Perpetrators of domestic violence or non-domestic interpersonal violence; 5) Sex offenders. [The perpetrators of domestic and non-domestic violence, and the sex offenders, are seen almost exclusively in groups rather than individual therapy. Interns co-facilitate groups with a staff person.]

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

All interns see clients at our one location, at 1700 Jackson Street in San Francisco. All interns are expected to be available to work with clients from all of our programs -- Trauma Resolution, HIV, Gender, and Offender Services (domestic violence offenders, non-domestic violence offenders, and sex offenders). Interns provide individual psychotherapy with clients in our Trauma Resolution, HIV, and Gender programs, and they co-facilitate a group with a staff person. We have many groups to choose from, most but not all of which are with our Offender Services clients. In addition, interns conduct intakes - as well as phone screening of prospective clients - as part of a multidisciplinary team. As far as training and supervision, interns receive weekly individual supervision from an LCSW, biweekly group supervision, and they attend a weekly training seminar that includes didactic presentations as well as regular opportunities to view videotapes of staff doing therapy. They also participate in weekly meetings of each of our programs -- Trauma, HIV, Gender, and Offender Services. Because we have a large staff on site -- twelve LCSWs, six MFTs, three psychologists, three psychiatrists, and a psychiatric clinical nurse specialist -- there are ample opportunities for interns to regularly consult with staff about clinical and professional issues.

B. Please list the skills that students will acquire during this internship:

- \*Individual and group therapy skills.
- \*Familiarity with a broad range of clients - trauma survivors, persons with HIV/AIDS, persons with gender issues, domestic violence and non-domestic interpersonal violence offenders, and sex offenders.
- \*Intake interviewing and clinical diagnostic skills (using the DSM).
- \*Ability to utilize time-limited therapy approaches, Motivational Interviewing, and Harm Reduction approaches.
- \*Case formulation skills.
- \*Case management skills.

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management        |
| <input checked="" type="checkbox"/> Individual work                  | <input checked="" type="checkbox"/> Interdisciplinary work |
| <input checked="" type="checkbox"/> Group work                       | <input type="checkbox"/> Advocacy                          |
| <input checked="" type="checkbox"/> Information and referral         | <input type="checkbox"/> Administration                    |
| <input type="checkbox"/> Family work                                 | <input type="checkbox"/> Policy analysis                   |
| <input type="checkbox"/> Home visits                                 | <input type="checkbox"/> Community development             |
| <input type="checkbox"/> Crisis work                                 | <input type="checkbox"/> Program development               |
| <input type="checkbox"/> Outreach                                    | <input type="checkbox"/> Program evaluation                |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input checked="" type="checkbox"/> Clinical diagnosis     |
| <input type="checkbox"/> Other (please specify):                     |  |

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

***Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.***

Days preferred: Mondays (as class schedule permits) and Thursdays (mandatory)

Hours preferred: Mondays 1:00 to 5:00 (as class schedule permits); Thursdays 8:30 to noon (mandatory)

Evenings: none required, though the clinic is open several evenings each week

Weekends: none

**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements:

i.e., will the agency be closed on days different from the holidays observed by SJSU?

The agency is closed on Federal holidays. Interns are given three weeks of vacation, and are asked to limit their planned absences to these three weeks -- two weeks during the Christmas/New Year holidays, and one week for Spring Break in late March or early April.

**SAN FRANCISCO COUNTIES:**

**II.**

Agency Name Family Caregiver Alliance  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County) \_\_\_\_\_  
Program Name \_\_\_\_\_  
Intern Coordinator or Field Instructor \_\_\_\_\_  
Program Address \_\_\_\_\_  
(Street, City, Zip, County) \_\_\_\_\_  
Contact Phone \_\_\_\_\_  
Contact Email \_\_\_\_\_  
Agency Website www.caregiver.org

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):

- Yes     No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):

- 0 First Year MSW Field Placement
- 1 Second Year MSW Field Placement
- 0 BASW

3) Field(s) of practice: (please check all that apply):

- Aging (Gerontology)
- Children, Youth, & Families
- Health & Mental Health
- School Social Work
- Other (please specify):

4) Stipend availability (please check):

- Yes (if yes, please fill in amount per year \$ \_\_\_\_\_ )  
 No

5) Does your agency provide summer internship opportunities?

- Yes     No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: Spanish, Mandarin, Cantonese, and others

Background, experience, professional interest, goals, characteristics, or other:

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare transculturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

Family Caregiver Alliance unites research, policy and practice to be a center of excellence on caregiving. FCA improves the quality of life for caregivers through reliable information, education, services and advocacy; makes best use of technology to collect data, disseminate information and enhance personalized services; and is a leader in the field of long-term caregiving. FCA supports a workplace environment that fosters innovation, creativity and success.

As part of California's statewide system of nonprofit Caregiver Resource Centers, FCA offers information, education, publications, care planning, legal/financial consultations and respite assistance to clients living in Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Santa Clara counties. Visit the FCA website at [www.caregiver.org](http://www.caregiver.org) or call (800) 445-8106 for more information.

Please see the attached organizational chart for agency's structure. Student interns will be placed within FCA's Bay Area Caregiver Resource Center Department.

8) Briefly, describe the population/s you serve.

FCA serves families caring for someone with an adult-onset brain impairment such as Alzheimer's disease, stroke, Parkinson's disease, multiple sclerosis, amyotrophic lateral sclerosis (Lou Gherig's disease), Huntington's disease, traumatic brain injury, AIDS dementia and brain tumor. We also assist family caregivers of older adults (60 and older) regardless of diagnosis in Alameda, Contra Costa, Marin, and San Francisco counties.

Our no or low-cost services are partially funded by the California Department of Mental Health and four Area Agencies on Aging through the National Family Caregiver Support Program.

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

Following orientation to the agency, the student will learn to conduct telephone and face-to-face intakes, provide referrals to community resources, perform structured in-home assessments and periodic telephone reassessments of caregivers, educate clients on a number of caregiving issues, and connect them with appropriate community resources. Students also assist at FCA sponsored retreats, psycho educational classes, community resource fairs, and workshops and conferences for caregivers within the six counties that border the San Francisco Bay.

The FCA student intern should come away from this placement with a solid understanding of caregiver issues, the services available to caregivers in the San Francisco Bay Area, and caregiving's place within the larger picture of social service delivery. An additional benefit for the student intern training is exposure to state and federal caregiver issues.

As more and more Americans live longer with multiple chronic medical conditions and cognitive impairments, the role of the family caregiver becomes both more complicated and pervasive. Having acquired a working understanding of caregiving issues, a student's experience at FCA should put him or her in a good position to apply that experience in any number of professional pursuits in the fields of medical social work, mental health, and gerontology.

B. Please list the skills that students will acquire during this internship:

The FCA student intern will function as a family consultant to the primary caregiver(s). The student will learn to perform psycho-social assessments, care planning in collaboration with the client, and provide community resource referrals based upon the client's identified needs. The client will be responsible for following up on the plan; and the student will help the client function as "case manager" for the care receiver, as needed. The student will also perform at public speaking engagements and psycho-educational classes for caregivers.

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management |
| <input checked="" type="checkbox"/> Individual work                  | <input type="checkbox"/> Interdisciplinary work     |
| <input checked="" type="checkbox"/> Group work                       | <input type="checkbox"/> Advocacy                   |
| <input checked="" type="checkbox"/> Information and referral         | <input type="checkbox"/> Administration             |
| <input checked="" type="checkbox"/> Family work                      | <input type="checkbox"/> Policy analysis            |
| <input checked="" type="checkbox"/> Home visits                      | <input type="checkbox"/> Community development      |
| <input type="checkbox"/> Crisis work                                 | <input type="checkbox"/> Program development        |
| <input checked="" type="checkbox"/> Outreach                         | <input type="checkbox"/> Program evaluation         |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input type="checkbox"/> Clinical diagnosis         |
- Other (please specify):

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

***Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.***

Days preferred: Tuesday morning staff meeting; Tuesday afternoon case conference; otherwise flexible.

Hours preferred: Regular Business Hours

Evenings: As needed on occasion

Weekends: As needed on occasion

**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements:  
i.e., will the agency be closed on days different from the holidays observed by SJSU?

FCA observes state and federal holidays.  
Driver license and access to an automobile preferred.

10) Other comments:

[Empty box for other comments]

**SAN FRANCISCO COUNTIES:**

**III.**

Agency Name Instituto Familiar de la Raza  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County)  
Program Name \_\_\_\_\_  
Intern Coordinator or Field Instructor \_\_\_\_\_  
Program Address \_\_\_\_\_  
(Street, City, Zip, County)  
Contact Phone \_\_\_\_\_  
Contact Email \_\_\_\_\_  
Agency Website \_\_\_\_\_

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):

- Yes     No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):

- 4 First Year MSW Field Placement
- 2 Second Year MSW Field Placement
- 0 BASW

3) Field(s) of practice: (please check all that apply):

- Aging (Gerontology)
- Children, Youth, & Families
- Health & Mental Health
- School Social Work
- Other (please specify):

4) Stipend availability (please check):

- Yes (if yes, please fill in amount per year \$ 3000 competitive )  
 No

5) Does your agency provide summer internship opportunities?

- Yes     No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: Spanish

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Background, experience, professional interest, goals, characteristics, or other:

Candidate preferred qualifications: experience or interest in providing services in a community based setting serving the Chicano/Latino population. Bilingual/Bicultural candidate strongly encourage applying.

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare trans culturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

AGENCY DESCRIPTION

Instituto Familiar de la Raza, Inc., is a multi-service community health and social service agency with emphasis in serving the Chicano/Latino community in San Francisco with a special focus on the diverse needs of the Mission District. Services include a wide range of mental health, HIV related services, and social services including health promotion, education, prevention, early intervention, case management, and clinical and artistic mentoring services, psychological and psychiatric interventions as well as cultural/social and spiritual re-enforcement. The agency serves children, youth, adults and families; it has a rich history of working collaboratively with other agencies to meet the needs of the diverse Chicano/Latino communities, and other cultural/racial communities in San Francisco.

8) Briefly, describe the population/s you serve.

Agency primarily serves the Chicano/Latino community in San Francisco. The Mentoring and Early Intervention Components provides services to a multicultural client base.

About 50% Adults, 30% children, 20% adolescents.

30% Gay/Lesbian/Transgender

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

Please refer to attached "Internship Prospectus"

B. Please list the skills that students will acquire during this internship:

Students will gain experience providing mental health outpatient services, school based mental health interventions and family support services, in a community based public mental health agency.  
Students will be immersed in a unique experience of providing services to Chicano/Latinos from a non-conventional socio-cultural perspective that incorporate the worldview of the people being served.

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management        |
| <input checked="" type="checkbox"/> Individual work                  | <input checked="" type="checkbox"/> Interdisciplinary work |
| <input checked="" type="checkbox"/> Group work                       | <input checked="" type="checkbox"/> Advocacy               |
| <input checked="" type="checkbox"/> Information and referral         | <input type="checkbox"/> Administration                    |
| <input checked="" type="checkbox"/> Family work                      | <input type="checkbox"/> Policy analysis                   |
| <input checked="" type="checkbox"/> Home visits                      | <input type="checkbox"/> Community development             |
| <input checked="" type="checkbox"/> Crisis work                      | <input type="checkbox"/> Program development               |
| <input checked="" type="checkbox"/> Outreach                         | <input type="checkbox"/> Program evaluation                |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input checked="" type="checkbox"/> Clinical diagnosis     |
| <br>   |  |
| <input checked="" type="checkbox"/> Other (please specify):          | pre-school and school age mental health services           |

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

***Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.***

Days preferred: tuesday 1 to 5 p. m. required

Hours preferred: 9-7 p.m.

Evenings: up to 7 p.m.

Weekends: Saturdays 9-12

**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements:  
i.e., will the agency be closed on days different from the holidays observed by SJSU?

no
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Internship Training Program  
Prospectus  
2007-2008

Instituto Familiar de la Raza, Inc.

2919 Mission Street  
San Francisco, CA 94110

415.229.0500 Telephone  
415.647.4827 Fax

## **IFR INTERNSHIP TRAINING PROGRAM**

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Instituto Familiar de la Raza, Inc. is a community-based health and social service agency with the emphasis in serving the Chicano/Latino community with a range of mental health and HIV-related services. Services include promotion and prevention, early intervention, case management, psychological and psychiatric services, mentoring services, and cultural/spiritual reinforcement. The agency serves children, youth, adults, and families and has a rich history of working collaboratively with other agencies to serve the diverse needs of the Mission District.

### **Organizational Background**

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Instituto Familiar de la Raza (IFR) is a unique institution in that it is the first bilingual/bicultural outpatient mental health program for Chicanos/ Latinos in San Francisco. Its uniqueness exists not only in the nature of the program but also in the process by which it was organized.

In 1978, the need for bilingual/bicultural mental health services was clearly documented by a Latino Mental Health Task Force. At that time, community meetings were held with adults, youth, and service providers to determine the needs and strengths of the community. The data from this assessment indicated that barely 6.9% of San Francisco's 130,000 Latinos utilized mental health services. These findings served to support proposals submitted by the task force to Community Mental Health Services (CMHS) requesting funds to establish the services identified. Even though the task force was recognized as the representative voice of the Latino community and the need for services was glaringly obvious, fiscal support for the establishment of Instituto was continually delayed. The trail of broken promises ended when threats of law suits and the possibility of losing state funds due to non-compliance with mandates to provide services to underserved groups in the city, literally forced CMHS and the Board of Supervisors to "find" money for the establishment of IFR. In June of 1980, the Board of Supervisors finally approved the concept and details of IFR's program, thus, IFR was incorporated as an organization in 1980.

IFR grew out of a dream and vision for a mental health center that would reflect the cultural and spiritual reality of a people named, La Raza, reflecting the diversity that includes Indigenous people of native and African ancestry, as well as the native-born and immigrant Chicanos/Latinos, manifesting the integration of diverse races and cultures.

Today, IFR is a community-based organization providing a variety of services to the Latino community of San Francisco. IFR's activities fall into three broad areas: 1) education and prevention; 2) direct client services; and 3) research, training, and needs assessment.

The philosophy and conceptual framework of this agency is that "to be healthy individuals, families, and communities, people need to be well in body, mind, heart, and spirit." IFR follows a model of interventions in both mental health and HIV/AIDS work that reflects biculturation, empowerment, as well as cultural and spiritual affirmation. The agency believes that "la cultura cura" (culture heals).

### **Treatment Philosophy of Instituto Familiar de la Raza**

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The treatment philosophy of Instituto Familiar de la Raza (IFR) is based upon the belief that the targeted Raza population has specialized needs requiring specialized helping skills. These helping skills are considered specialized because they are culturally-relevant and linguistically-appropriate. In other words, IFR seeks to minimize the barriers to clinical services while maximizing their effectiveness. Implicit in this

approach is a respect for the psychological reality of the Chicano/Latino population. This encompasses the following general guiding principles:

1. Clients shall be able to obtain services for their problems without having to overcome additional problems associated with the provider's inability to communicate in Spanish or to understand the Raza culture in the U.S.
2. Clients shall be able to obtain services for their current psychological problems without being subjected to unsolicited or unconsented cultural imposition.
3. Clients with special needs associated with recent immigrant status, culture shock, intercultural conflict and/or poverty shall be able to obtain help from persons skilled in dealing with these problems.

In order to fulfill the requirements of these guiding principles, IFR is committed to working closely with the staff who will be involved through an ongoing in-service training and/or supervision program.

IFR is also committed to providing clinical services in such a manner that continuity of care is achieved through linkages with the San Francisco Community Mental Health Services, local Chicano/Latino and other community agencies. Through these efforts and through the development of the standard Quality Assurance Practices, IFR is further committed to providing effective services that meet the prevailing community professional standards.

### **General Information for All Training Tracks**

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Although all programs share IFR's mission and philosophy, each training track offers interns unique opportunities to work with diverse populations and needs under the supervision of professionals who have expertise in their respective areas.

All Interns participating in the IFR Internship Training Program are required to attend the IFR Intern Orientation in early September and the weekly didactic /group supervision Training Seminar on Tuesday afternoons. Interns will also have the opportunity to participate in mental health promotional activities sponsored by the agency, as well as community consultation and education under staff supervision.

Furthermore, please take note of the following:

- ❖ All prospective Interns must complete and submit the IFR Internship Training Application and supporting documents as specified in the application packet.
- ❖ Please contact the IFR Training Coordinator to request an application packet by telephone at 415/229-0500 or by email at [gwalteros@instituto-sf-ca.org](mailto:gwalteros@instituto-sf-ca.org)
- ❖ **Application deadline is Monday, July 31, 2006. We must receive CAPIC member's applications by Monday, March 6, 2006.**
- ❖ Master, Practicum, and Doctoral-level Interns must be willing to commit at least 16-24 hours a week depending on graduate program and level.

- ❖ Post-doctoral internship level Interns must be willing to commit 24-32 hours a week.
- ❖ Internship Program period is the first week of September through June.
- ❖ All trainees are required to participate in ongoing trainings, agency and program staff meetings, case conferences, and supervision sessions. Most of these activities are scheduled on Tuesday morning and afternoon.
- ❖ Several training tracks may offer stipends. Agency specific stipends are dependent upon available financial resources and vary annually.
- ❖ Interns may be eligible to apply for competitive Multicultural Student Stipends ranging from \$1,700 to \$3,000 sponsored by San Francisco County Community Behavioral Health Services (CBHS).

## **TRACK I: La Clínica (Outpatient Mental Health Clinic)**

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Instituto Familiar de la Raza, through its outpatient mental health clinic, promotes mental health in the Latino community by offering a range of services, including early intervention, direct mental health services, and case management. La Clínica provides culturally proficient services and public advocacy for children, adults and families with the aim of strengthening the individual, the family, and thereby the community; thus, preventing the institutionalization of Latinos.

The goal of the doctoral and master-level training program is to provide quality bilingual/bicultural training for emerging professionals in order to meet the mental health care needs of the Latino community in a manner and setting which is culturally, socially, and clinically appropriate and effective.

Through La Clínica, Interns are provided the opportunity to develop experience and skills in working with a range of direct and indirect services to Latino clients including individual couples, family, and group therapy, as well as community education and consultation. The population served through La Clínica presents a full range of mental health issues including chronic mental illness, sub-acute disorders, family problems, and post-traumatic conditions. Interns work with a multi-disciplinary team consisting of a psychiatrist, psychologist, marriage and family therapists, community mental health workers, and case managers. The staff works closely with Interns to support their professional development and foster a team approach in the delivery of services.

The primary objectives of this training track are:

1. To gain experience working with Latinos in a setting and manner consistent with the values, norms, and behaviors of the community.
2. To develop skills in assessment and diagnosis, including culturally-specific conditions and disorders.
3. To provide a supportive learning environment for professional growth, leadership development, and advocacy.
4. Enhance Interns' abilities to utilize clinical, psychosocial, and cultural knowledge in the provision of services to the Latino community.
5. Familiarize Interns' abilities to utilize clinical, psychosocial, and cultural knowledge in the provision of services to the Latino community.

Interns will receive 1-2 hours of weekly supervision depending on their level, and will participate in case conferences and training sessions. Candidates must be at a Masters or Doctorate level, have some clinical experience, and be fully bilingual in Spanish.

## **TRACK II: Early Intervention Services (School-Based Mental Health)**

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Instituto Familiar de la Raza offers a unique opportunity for mental health professionals to develop clinical expertise in the areas of community and school-based mental health interventions and consultation.

Placements are available at several pre-schools, elementary, and middle schools, with an emphasis on serving the multicultural community in San Francisco. The program places great importance on prevention, early intervention and clinical case management as the preferred mode of intervention. Direct service counseling plays a supportive role to systemic interventions.

Interns will have the opportunity to develop skills in working with children and youth whose life experience places them at risk from developing their full social, emotional, and academic potential.

Interns will provide mental health services by conducting:

1. Psychosocial intakes and assessments of children and youth in collaboration with teachers, staff, and family members to determine possible barriers to academic and socio-emotional development.
2. Observation of children's interactions in the classroom and home.
3. Work with appropriate staff and significant caretakers to develop strategies to maximize the child's capacity for success.
4. Case management for children and families.
5. Crisis intervention.
6. Individual and family therapy to children, youth, and their families.
7. Group therapy and socialization groups.
8. Participate in weekly didactic seminars and case presentation meetings.
9. Participate in school and community agency meetings to provide mental health consultation to staff.

Interns will receive 1 hour of individual supervision a week and will participate in weekly group supervision and training. Candidates should be Masters level. Although not required, an ideal candidate will be fully bilingual in Spanish.

### **TRACK III: Mano-a-Mano Project (HIV Mental Health Services)**

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The Mano-a-Mano Project was established in April 1987 to provide culturally-competent mental health services and psychosocial support services to the Chicano/Latino community living with HIV/AIDS. Another goal of this Project is to contribute towards a continuum of HIV/AIDS services in San Francisco that ensures a timely and professional system of care for Chicanos/Latinos living with HIV/AIDS.

The Project provides services to over 100 clients and their families on an annual basis. Services include individual, group, and family therapy including advocacy and coordination of services; as well as cultural, emotional, and spiritual support. Current group sessions offered include a relaxation group, a group for women living with HIV/AIDS, a group for mothers of persons living with HIV/AIDS, and a drop-in men's support group. The program design reflects the values, beliefs, practices and norms of the Chicano/Latino community. All services are provided by bilingual/bicultural staff.

Clients also present with a full spectrum of other mental health issues. They are mostly uninsured and indigent and include, but not limited to, substance abusers, homeless persons, refugees and first generation Latino immigrants. Most clients are monolingual Spanish-speaking or have limited English capabilities and prefer to receive services in their native language and culture. American-born Chicanos/Latinos are also served by Mano-a-Mano.

The primary objectives of this training track are consistent with the objectives stated under La Clínica's Training Track, except that Interns in this track will also gain expertise in working with HIV-related issues such as death and dying. Interns in this track will also gain experience in working with men-who-have-sex-with-men (MSMs), as well as men who identify as gay or transgender.

Interns will have the opportunity to work with clients on a one-on-one basis, as well as in group, couples, and family therapy. Additionally, Interns will be required to participate in the planning and implementation of program and agency-wide cultural and spiritual events. Interns will participate in program staff meetings, intake meetings, and training seminars and case conferences on both a program and agency-wide level. Interns will be responsible for at least one weekly intake assessment and will be assigned several hours a week of on-duty time where they will handle calls and walk-in crisis. Psychological assessment and testing experience can be arranged based on client need and staff availability for supervision of this task. Additionally, Interns will be responsible for all administrative tasks including the maintenance of accurate and up-to-date client files and weekly reports, and other duties as assigned.

Interns will receive 1-2 hours of individual supervision a week depending on staff availability and Intern level of experience. Interns will also have group supervision through weekly case presentations. Candidates must be at a Masters or Doctorate level and be fully bilingual in Spanish.

### **TRACK IV: Administrative/Development Track**

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Interns interested in learning about the administrative, funding, staff and organizational development activities of non-profit and community-based agencies are encouraged to apply. Each trainee will work closely with an appointed Director to develop an individualized curriculum based on agency needs and Intern interests.

## **TRACK V: Clinical Mentoring Service Program**

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IFR's Clinical Mentoring Service Program was established in 1995 to provide culturally-competent and quality mentoring services to multi-ethnic children and youth. The program intends to be part of a network of agencies aimed at ensuring that children and youth with severe emotional problems have services available to them. Our philosophy is one in which we believe strongly that cultural and psychosocial expertise are necessary to meet the mental health needs of children and adolescents. IFR strongly believes in the self-determination and resilience of its community members, and in promoting self-determination and pro-social behavior in our community and children.

The program serves children and adolescents who are 6-18 years of age, have been identified as having serious emotional problems or at risk for becoming seriously emotionally disturbed, and/or have been placed in an out-of-home placement or higher level of institutional care. The Clinical Mentoring Service Program provides Mentors in a one-to-one relationship with a child to decrease or eliminate at-risk behaviors and promote positive behaviors. The role of the Mentor is to guide the youngster's behavior and reinforce positive changes, offer companionship, and share extracurricular activities. A Mentor may work from 4 to 10 hours per week depending on the youngsters needs. The program provides direction and support to Mentors so that they can effectively promote the client's growth and help the client achieve her/his goals.

The Clinical Mentoring Service Program provides this service in a manner consistent with the established goals of Instituto Familiar de la Raza. The goals are to: 1) use the client's culture as a resource for appropriate interventions; 2) foster the development of empowered individuals and families; and 3) reinforce the spiritual and cultural values of a people.

Internship opportunities within the Clinical Mentoring Service Program are generally limited to administrative activities. Responsibilities and tasks include:

1. Assist Program Coordinator in establishing an ongoing evaluation process and tools to measure program outcomes.
2. Assist Program Coordinator in areas related to program development including fund development, mentor training activities, and materials development such as program and resource manuals.

Interns will receive 1 hour of individual supervision weekly. Candidates can be at a Bachelors or Masters level and Spanish fluency is not required.

## **TRACK VI: Chicano/Latino Family Resource System (FRS) ~ Casa Corazon**

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Chicano/Latino Family Resource System (FRS) is a collaboration of 5 agencies that provide a variety of services in the Mission District and citywide. FRS work with Chicano/ Latino families, with a specific focus on families with children (primarily from 0 to 12 years old) at risk of abuse and neglect.

*FRS* provides comprehensive information, referral resources, and mental health services. Utilizing methods such as play therapy, movement groups for anxiety, and case management to link families to other specialized services.

*Casa Corazón* is a program for expectant mothers or children up to five years old within Chicano/Latino families. Casa Corazón offers a wide circle of knowledge and support for families that is provided in a

professional and traditional manner. Our goal is to understand and meet the unique needs of the population by;

- Creating a safe and welcoming community space for parents to share fun and learning with their children and other families.
- Providing parents with access information on raising healthy children through education in child development, nutrition, and parenting support.
- Developing parent leadership skills in the community.

The interns in this track will gain expertise in a system where Latinos families have access to an array of easily accessible, holistic and culturally appropriate activities that are provided in a friendly and parent-driven environment. Although all programs share IFR's mission and philosophy, each training track offers interns unique opportunities to work with diverse populations and needs under the supervision of professionals who have expertise in their respective areas.

Interns can work in the following areas:

1. Case-management – Bachelor level Interns will assist families in achieving specified goals through a mutually agreed upon service plan. Conduct family assessments and facilitate the use of appropriate referrals and connections to services.
2. Intake/assessment/clinical – Master/Doctorate level Interns will conduct a Psychosocial intake and assessment of adult clients, and family members to determine possible barriers to academic and socio-emotional development. Provide individual, couple and family therapy to adults, children and their families.

Interns will receive 1-2 hours of weekly supervision depending on their level. Candidates must be fully bilingual in Spanish.

**SAN FRANCISCO COUNTIES:**

**IV.**

Agency Name San Francisco Unified School District  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County)  
Program Name Student Intervention Team  
Intern Coordinator or \_\_\_\_\_  
Field Instructor  
Program Address \_\_\_\_\_  
(Street, City, Zip, County)  
Contact Phone \_\_\_\_\_  
Contact Email \_\_\_\_\_  
Agency Website \_\_\_\_\_

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):

- Yes     No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):

- 2 First Year MSW Field Placement
- 8 Second Year MSW Field Placement
- 0 BASW

5 of these slots are for PPSC students only!

3) Field(s) of practice: (please check all that apply):

- Aging (Gerontology)
- Children, Youth, & Families
- Health & Mental Health
- School Social Work
- Other (please specify):

4) Stipend availability (please check):

- Yes (if yes, please fill in amount per year \$ to be determined )  
 No

5) Does your agency provide summer internship opportunities?

- Yes     No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: Spanish, Tagalog, Cantonese, Mandarin, others

Background, experience, professional interest, goals, characteristics, or other:

Interns who are placed within San Francisco Unified School District need to have some level of skill in regards to working with systems. They need to be flexible and have a team oriented approach. They need to be able to work autonomously and well as within a team comprised of multi disciplines (teachers, administrators, etc). They should have the desire to work with children and/or adolescents who have diverse cultural backgrounds and have an understanding of child development. We would prefer interns with multicultural and bilingual backgrounds.

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare trans culturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

See brochure below

8) Briefly, describe the population/s you serve.

Our agency serves students in San Francisco Unified School District ranging in grades from Kindergarten through 12th grade. Interns will also have the opportunity to work with families, teachers, administrators and other staff within the school system. Interns will work with students who receive special education services as well as general education students.

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

The purpose of San Francisco Unified School intern training program is to provide carefully supervised, in-depth experience at elementary, middle or high school sites throughout the city. Interns provide case management, 1-to-1 counseling, group work, participation in SST's and collaboration with community agencies. Interns are primarily selected for one school and may have a secondary placement at a different level if needed for the PPS. In addition to individual supervision, interns may have the opportunity to participate in a 2 hour weekly supervision group. The interns will also participate in seminars that are taught by clinical professionals or outside consultants with expertise in specific content areas. Interns will also have the opportunity to participate in district wide in-service training programs. In recent years, these programs have included workshops in crisis intervention, de-escalation, behavior management, grief and loss, reasons for misbehavior, teachers role in the mental health needs of students, CPS reporting, stress management, and violence prevention. We are also able to provide appropriate supervision for those seeking their PPS credential. Interns are also assigned Special Education SB1895 cases. These cases provide an opportunity for an in depth assessment and clinical review and require progress notes, frequent case reviews and a comprehensive final review. Clinical supervision hours are focused on these cases and stipends are awarded for each completed case.

B. Please list the skills that students will acquire during this internship:

Systems work, working in multidisciplinary teams, clinical skills, including play therapy and group work skills, case management, assessment procedures, crisis intervention, understanding of school procedures and special education law. Direct work with pupils and families, teamwork including multidisciplinary opportunities; program development and implementation. Exposure to policy issues from district to federal levels. Direct service interns carry caseload of pupils referred by teachers, Student Success Teams and Student Assistance Programs and Special Education SB1895 Mental Health Services. Collaboration with public agency partners, CBO's, group work opportunities with pupils. Participation in all professional development activities.

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management        |
| <input checked="" type="checkbox"/> Individual work                  | <input checked="" type="checkbox"/> Interdisciplinary work |
| <input checked="" type="checkbox"/> Group work                       | <input checked="" type="checkbox"/> Advocacy               |
| <input checked="" type="checkbox"/> Information and referral         | <input checked="" type="checkbox"/> Administration         |
| <input checked="" type="checkbox"/> Family work                      | <input checked="" type="checkbox"/> Policy analysis        |
| <input checked="" type="checkbox"/> Home visits                      | <input checked="" type="checkbox"/> Community development  |
| <input checked="" type="checkbox"/> Crisis work                      | <input checked="" type="checkbox"/> Program development    |
| <input checked="" type="checkbox"/> Outreach                         | <input checked="" type="checkbox"/> Program evaluation     |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input checked="" type="checkbox"/> Clinical diagnosis     |

Other (please specify):

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

***Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.***

Days preferred: Flexible according to the interns' schedules

Hours preferred: School hours

Evenings: Only if there is a school wide event, etc. that the intern would benefit by attending

Weekends: \_\_\_\_\_

**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements:  
i.e., will the agency be closed on days different from the holidays observed by SJSU?

Interns generally follow the SFUSD school calendar, however, this is something that the individual intern negotiates with his/her field instructor.

## IV.CONTINUED

### **S.F. Unified Brochure**

For information call  
Student Intervention Team  
727 Golden Gate Avenue Room K-1  
San Francisco, CA 94102

#### **2007-08 SCHOOL YEAR**

##### **SELECT FROM PLACEMENTS IN:**

- **SIT/SB1895 Mental Health Services**
- **High School and Middle School Wellness Centers**
- **Elementary and Middle School Learning Support**
- **Foster Youth Services**

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“My experience as a MFT intern for SFUSD has been both challenging and fulfilling. The work has allowed me to experience child development issues as they express themselves through elementary, middle and high school students. Because of the magnificent diversity within the SFUSD system, I have been able to learn the importance and requirements of cultural competency as well as develop and grow in my abilities to do psychosocial assessment and offer counseling. The experience and knowledge of the supervisors in the program is the best I have received in my years as a MFT intern.”

Gregory Sandritter, MFT intern

## About the SFUSD...

The San Francisco Unified School District is the place where excellence begins for more than 60,000 of San Francisco's youngest residents. Their education is entrusted to the over 7,000 principals, teachers, educators, administrators and staff that support the work of education in over 160 Pre-Kindergarten through 12th grade schools in the District.

More than fifty languages are spoken among the families of our students.

The diverse student population enriches SFUSD, which has a solid record of academic achievement. With a "who's who" of excellent students including outstanding doctors, lawyers, teachers, poet laureates, and Pulitzer Prize winners in science, SFUSD students have transformed the city and changed the world.

SFUSD leads the way in many areas of educational endeavors. Those researching cutting-edge academic teaching methods and programs seek out San Francisco. SFUSD's language immersion programs in which students are taught simultaneously in English, Spanish and Chinese or Japanese are premiere. Our quarterly Professional Development Institutes help equip classroom educators and those that support their work to embrace new ways of thinking and performing.

Excellence for All is the SFUSD's comprehensive plan for improvement. The plan, developed under the leadership of the Superintendent, with the input from over 3,000 community members, is a blueprint for success. Excellence for All reflects a renewed commitment to providing an excellent education to all public school students in San Francisco. Our mission is to continually increase student achievement by raising the bar for all students and closing gaps in performance. In pursuing this mission, we have taken on five priorities and are guided by five core beliefs:

- Increasing achievement for all students
- Ensuring an equitable distribution of resources
- Holding all educators accountable and giving them the chance for professional growth
- Engaging the entire community
- Improving services and support to schools.

## About the Internship Program

The SFUSD Internship Program is specifically designed for graduate students in social work and/or counseling who are pursuing their MSW or MFT licenses and/or the PPS credential. It is also a program where Post Masters MFT interns can accrue child and family hours.

Interns are placed at school sites at the elementary, middle and/or high school level. Each intern is placed at a site where they have access to day-to-day supervision from a school site mental health worker or counselor. In addition to site supervision, interns are provided one hour of individual clinical supervision or two hours of group supervision from an appropriately licensed practitioner. Professional development opportunities and training seminars are provided for all interns who work in any program at a SFUSD school site. Training covered each year includes: working in a school environment; interviewing and assessment; play therapy; sand tray; group therapy and consultation to teachers.

Clinical supervision, learning agreements, university contracts, and all evaluations are provided by licensed clinical social workers, or licensed MFT clinicians who meet the appropriate requirements for each university's program.

In addition interns have the opportunity to provide services to children referred for **Student Intervention/SB1895 services**. **Specific training on SIT/SB1895 procedures and policy is required of each intern**. Interns are assigned cases by the Student Intervention/SB1895 Team and are expected to complete progress notes and written case reviews for each student for whom services are provided.

**Stipends may be available at the completion of clinical services to each SB1895 case.**

**A placement at SFUSD may also qualify as a Mental Health Service Act (Prop. 63) Stipend Program Internship. Please see page 9 for additional information. For more information about the Mental Health Service Act (Prop. 63) Stipend process at your university, contact the MSHA program coordinator .**

## About SIT/SB1895

Senate Bill SB1895 was created in 2004 to provide pre-referral services for special education students before a school district makes a referral to a community mental health agency.

SFUSD's Student Support Division, in compliance with this legislation, is developing a network of specialists to assist school sites in providing services for these students. The Student Intervention Team/SB1895 Unit, composed of a team of mental health professionals, is bringing together the mental health specialists at school sites to provide on site services for the students referred.

Clinical interns who are placed at school sites under the day-to-day supervision of school site mental health staff are assigned SB1895 cases at their primary site or another school site nearby. Interns meet directly with referred students at the school site, consult with teachers, Learning Support Professionals and School Psychologists and provide therapeutic and case management services.

Behavior ratings, progress notes and monthly case reviews are used to track case developments and cases are discussed weekly during the clinical supervision meetings. Clinical interns are expected to complete a full case review at the end of 12 sessions with recommendations for either continued service or case closure.

It is the objective of the SB1895 Program to implement a collaborative framework that brings together mental health specialists working at school sites to provide clinical services for students in need of mental health assistance. It is anticipated that this program will:

- Build capacity at school sites to provide prevention services
- Increase the coordination/collaboration of mental health/health providers at school sites
- Provide appropriate school based services for each referral
- Increase the number of mental health options at school sites
- Provide a comprehensive review of all students referred
- Document the services and interventions provided
- Provide a comprehensive written assessment and referral to Community Mental Health with recommendations for continued treatment as needed.

**Stipends may be available at the completion of clinical services to each SB1895 case.**

## Wellness Center Programs

The Wellness Center Program is a collaborative initiative between: the Department of Children, Youth & Their Families (DCYF); the San Francisco Unified School District (SFUSD), School Health Programs Department; the Department of Public Health; Community Mental Health Services (CMHS); Community Substance Abuse Services (CSAS); and the San Francisco Police Department (SFPD) Youth Programs Section.

The purpose of the Wellness Center Program is to provide and link students to health care and prevention/early intervention programs and services. Areas of need and focus are: mental health services, substance use prevention and treatment services, reproductive and physical health services and linkage to community based services.

The Wellness Center Program provides students access to health education, reproductive health, mental health, and substance use services, as well as referral to primary healthcare providers. Students voluntarily seek Wellness Program Services or are referred by school site staff. Students are assessed, counseled, and referred to community service providers when appropriate.

Currently, there are eleven High School Wellness Center Program sites located at: Burton, Downtown, Galileo Academy, Ida B Wells, International Studies Academy, John O'Connell, Lincoln, Lowell, Mission, School of the Arts and Thurgood Marshall. In September of 2007 there are plans to open two Middle School Wellness Centers at school sites to be determined.

Support staff /activities at each Wellness Center include:

- Wellness Coordinator, School Nurse, Peer Resource Coordinator, and some sites also have a Community Health Outreach Worker.
- Department of Public Health ensures that a Mental Health Counselor, and Substance Use Counselor are assigned to each site.
- A School Resource Officer assigned to each site in collaboration with SFPD COPS program
- Health Promotion Committee which includes Health Liaison, Tobacco Intervention Coordinator and Sexual Minority Youth Liaison provide adult and student coordinators for each position
- Technical Assistance Grant Writing Workshops
- On-site and district-wide professional development opportunities for all site staff

**Interns are a vital part of the Wellness Program.** The services they provide varies with the needs of each site, but always includes individual work with students.

## **Learning Support Elementary or Middle School**

**MISSION:** Learning Support Professionals work at schools throughout the District to assist school site staff in achieving academic excellence & improved attendance, by decreasing risky behaviors and creating safe & healthy school communities.

**The role of the Learning Support Professional is:**

**To provide a mental health perspective to assist site staff in assessing the learning environment/ learning style and in developing a plan for the academic success of students.**

- Provide resources and coordinate services for identified students and families to address mental health concerns.
- Support teachers in developing optimal learning environments for students.
- Develop behavior management and classroom management interventions/ plans.
- Facilitate collaboration between SFUSD resources and community agencies to meet the needs of students and families.
- Conduct educational and/or psychosocial support groups based on identified needs.
- Consult with school site personnel and collaboratively develop a plan to increase a positive school climate that will foster student achievement.

**To consult and collaborate with school site personnel and parents/ caregivers at the Student Success Team meetings (SST) on alternative strategies to increase student academic achievement and appropriate school behavior.**

- Consult with parents regarding the development of learning and behavioral interventions for students including recommendations for home support of school goals.
- Attend and/or facilitate meetings, workshops and professional development.
- Provide program development.
- Provide crisis support as needed.

**Interns are a vital part of the Learning Support Services to the Elementary and Middle Schools.**

The services they provide varies with the needs of each site but always includes individual work with students.

## Foster Youth Services Program

The Foster Youth Services Program serves the unique educational needs of all foster and probation youth within San Francisco County. Foster youth are children who are removed from the care of their parents primarily because of abuse and neglect that resulted from complex family, social and environmental conditions. Children in foster care move frequently among emergency shelters, foster family, guardian homes (kinship/relative or non-relative) and group homes. These changes often result in multiple school placements. Because of these complexities in their lives, many foster youth perform below grade level, are held back in school, and have lower graduation rates than their peers.

The Foster Youth Services (FYS) Program:

- Provides individualized educational case management to support academic achievement, attendance and positive school behaviors.
- Provides resources and coordinated services to meet the needs of students
- Assists with immediate and appropriate school placement in coordination with the SFUSD AB490 Liaison
- Facilitates collaboration between SFUSD staff, community agencies, Child Welfare Workers/Probation Officers, and care providers
- Offers professional development for schools, care providers, DHS personnel and others on the educational needs of foster youth
- Advocates for foster youths' educational needs
- Advocates locally and state-wide to improve school & child welfare policies
- Maintains a database of foster youth attending SFUSD schools

FYS Interns practice educationally focused, generalist case management of foster/probation youth and become knowledgeable about various social systems; including SFUSD, Department of Human Services, Juvenile Probation Department, Juvenile Court, and community-based organizations. By understanding these large systems, the FYS interns are able to advocate on behalf of their clients. Interns will provide individual and group interventions with students at the school site and/or foster care placement, participate in foster care events, attend Individualized Education Program (IEP) meetings, and consult with multidisciplinary team members.

**Stipends available! For more information about this program contact::**

Coordinator, Foster Youth Services Program, School Health Programs Department  
San Francisco Unified School District, 1515 Quintara Street, San Francisco, CA 94116  
Tel (415) 242-2615 x 3310 Fax (415) 242-2618

## **Mental Health Service Act**

### **Mental Health Service Act (Prop. 63) Stipend Program Internship**

The passage of Proposition 63 (now known as the Mental Health Services Act or MHSA) provides increased funding, personnel and other resources to support county mental health programs for children, transition age youth, adults, older adults and families. The MHSA identifies California's public schools as critical partners in achieving this vision. A key objective of the MHSA is to increase the quantity and quality of trained persons available for employment in the public mental health system and encouraging development of a diverse workforce. Toward this aim, California's Department of Mental Health has partnered with the California Social Work Education Center (CalSWEC) to establish competitive stipend program for graduate students enrolled in schools of Social Work across the UC system. **Student eligibility and application procedures are unique to each UC Campus.**

In 2007-08, potential MHSA Intern(s) will have the opportunity to help strengthen San Francisco's collaborative service delivery system that serves severely emotionally disturbed children and youth. The primary emphasis of the MHSA Internship will be to develop innovative strategies that address current systemic challenges, and that lead San Francisco toward a greater fulfillment of the vision and mission of MHSA.

### **Internships at SFUSD that *may* qualify for the MHSA Stipend include:**

**Administrative/Planning Internship:** Work as part of the SFUSD Student Intervention Team and CBHS stakeholders to:

- Identify and implement best practices to integrate the continuum of services to remove barriers to learning for students with emotional disturbance and to enhance prevention and early intervention strategies for all students.
- Integrate SFUSD's mental health activity to maximize use and effectiveness of resources.
- Develop mechanisms to promote collaboration, address systemic challenges and implement sound policy and programming.

**Clinical Intern:** Work in a school setting with SFUSD and Mental Health Partnership personnel to develop specialized classroom curricular milieu for severe emotional disturbance to:

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

## **About Clinical Supervisors**

### **Kristen Edmonston, LCSW, PPSC**

Kristen graduated in 2001 from the University of California, Berkeley with an MSW degree specializing in school social work. Since that time, she has been working in the San Francisco Unified School District running various programs to help meet the needs of at-risk children and their families. Prior to graduate school, she worked for Child Protective Services and in adult mental health facilities. She has expertise in systems work as well as clinical case management and crisis intervention. In 2005, she received her LCSW.

### **Janet Frost, LCSW, PPSC**

Janet has been a Licensed Clinical Social Worker since 1979. She has worked for SFUSD for almost 20 years and has provided clinical supervision for interns and employees for the last 10 years. She was a consultant with the District's middle schools on systemic change issues. Responsible for creating the Internship Program for the District, she is the founding member of the Student Intervention/SB1985 Team. She has expertise with adolescents having worked at Napa State Hospital's Adolescent Unit and the adolescent crisis units in both San Francisco and Marin.

### **Beth Jaeger-Skigen, LCSW, PPSC**

Beth Jaeger-Skigen has been in the mental health field for 14 years. She has worked for SFUSD for five years and she also works with individuals, couples, and groups in private practice. Prior to working for SFUSD, Beth ran a transitional housing program for abused women and children as well as a substance abuse program at a day treatment facility. She has extensive group training and has a particular interest in parent education, play therapy, and child advocacy.

### **Scott Ostendorf, MFT**

Scott has been a Marriage and Family Therapist since 2002. Since 2003 he has worked for SFUSD as a Learning Support Professional and clinical supervisor for interns. Scott has a broad knowledge of departments and services for children within SFUSD and Community Behavioral Health Services. His areas of expertise include child/family therapy, teacher consultation, and parent education. Scott is involved in advocacy efforts to increase funding for school-based behavioral health services within SFUSD and is pursuing a credential in school psychology as a way of expanding his knowledge and expertise in child development and learning processes.

San Francisco Unified School District  
Student Support Services  
Trish Bascom, Chief

**SAN FRANCISCO COUNTIES:**

**V.**

Agency Name UCSF/San Francisco General Hospital Trauma Recovery Center  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County)  
Program Name Trauma Recovery Center  
Intern Coordinator or \_\_\_\_\_  
Field Instructor  
Program Address \_\_\_\_\_  
(Street, City, Zip, County)  
Contact Phone \_\_\_\_\_  
Contact Email \_\_\_\_\_  
Agency Website N/A

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):  
 Yes     No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):  
 First Year MSW Field Placement  
 Second Year MSW Field Placement  
 BASW

3) Field(s) of practice: (please check all that apply):  
 Aging (Gerontology)  
 Children, Youth, & Families  
 Health & Mental Health  
 School Social Work  
 Other (please specify):

4) Stipend availability (please check):  
 Yes (if yes, please fill in amount per year \$ see description of internship )  
 No

5) Does your agency provide summer internship opportunities?  
 Yes     No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: Spanish desirable

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Background, experience, professional interest, goals, characteristics, or other:

We look for mature, experienced interns who are committed to developing professionally and want to be part of an intensive clinical training program. We prefer students who function well independently and are open to feedback. Successful candidates will have an interest in working with victims of violence and in learning clinical assessment, psychotherapy techniques, and case management. We especially encourage applications from students who are bilingual/bicultural, particularly Spanish speaking, are familiar with African American populations, and/or have proven dedication to cultural competence.

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare trans culturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

The San Francisco General Hospital Trauma Recovery Center (TRC) is an outpatient mental health program in the division of Psychosocial Medicine in the UCSF/ SFGH Psychiatry Department. TRC is located near San Francisco General Hospital and works with adults who have been survivors of interpersonal trauma, including sexual assault, domestic violence, physical assault, and assaults using weapons. Our model of care is based on our findings that assertive psychosocial treatment made available in an acute medical setting assists crime victims with recovery. TRC provides culturally sensitive mental health services including clinical assessment, individual psychotherapy, assertive outreach, crisis intervention, clinical case management, support groups, and psychiatric medication assessment and management.

In our model, we provide assertive practical and therapeutic interventions to crime survivors. In some cases, the sequelae of trauma and other barriers to accessing mental health treatment has resulted in underutilization of services. We begin with office-based or hospital-based therapy and case management and provide home visits and community outreach as needed in order to engage clients into services and establish rapport. We believe this model will increase utilization of mental health services for crime victims, will reduce their psychological distress, and will promote more rapid return to prior functioning.

8) Briefly, describe the population/s you serve.

Clients are San Francisco residents, ages 18 and older, who have experienced interpersonal violence. Most of the clients are low-income. About 50% are men and 50% women. Over 60% are ethnic minorities (primarily African American and Latino) and nearly 10% are monolingual Spanish-speaking. Most have suffered from injuries related to violence or are family members of crime or homicide victims.

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

This placement provides intensive clinical training, supervision, and support. There is a three-week orientation in September. During the year, social work interns attend two and a half hours of seminar each week, including a seminar in trauma assessment and treatment and a didactic clinical overview seminar. On a weekly basis, interns will receive one hour of case supervision and one hour of intake supervision, as well as one and a half hours of group supervision in the staff and intern intake team. In addition, interns can attend a weekly self-care support group for staff and interns. Through this placement, interns will obtain an excellent sense of how to conduct a thorough, semi-structured interview assessment and will become very familiar with clinical assessment, DSM IV diagnosis, treatment planning, and therapeutic interventions. Collaboration and case consultation is encouraged.

Social work interns will carry a caseload of 6-8 individual clients, conduct weekly psychosocial intake assessments, and possibly co-lead one therapy group. The intern will help the client assess and address their mental health needs and their psychosocial needs including financial entitlements, housing, medical needs, employment needs, and legal advocacy. Interns will provide clients with office-based psychotherapy to prevent and/or treat mental disorders such as anxiety disorders, mood disorders, and substance use disorders. In the early phase of treatment, interns may conduct assertive outreach if needed to engage clients into treatment. Female interns will act as the on-call social work advocate for a weekly 4-hour shift to respond to recent sexual assault survivors in the emergency department at SFGH, providing support and help with practical matters. Students may be eligible through SJSU for Prop 63 stipends. Please direct inquiries to the school. Also, interns may apply for a \$3,000 multicultural stipend made available by Community Behavioral Health in San Francisco primarily to students committed to working with underserved groups. This award is not guaranteed.

B. Please list the skills that students will acquire during this internship:

Through this placement, interns will gain valuable clinical knowledge and skills. Interns will obtain an excellent sense of how to conduct a thorough biopsychosocial interview assessment. Students will become very familiar with DSM IV diagnosis and will be able to develop knowledge and skills in the areas of clinical assessment, psychotherapeutic theories and interventions, engagement strategies, and clinical case management. Students will also be in an interdisciplinary milieu in which collaboration and case consultation is encouraged. Interns are requested to do process recordings and, by second semester, to audiotape and/or videotape their client sessions in order to improve their clinical practice.

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management        |
| <input checked="" type="checkbox"/> Individual work                  | <input checked="" type="checkbox"/> Interdisciplinary work |
| <input checked="" type="checkbox"/> Group work                       | <input type="checkbox"/> Advocacy                          |
| <input checked="" type="checkbox"/> Information and referral         | <input type="checkbox"/> Administration                    |
| <input type="checkbox"/> Family work                                 | <input type="checkbox"/> Policy analysis                   |
| <input checked="" type="checkbox"/> Home visits                      | <input type="checkbox"/> Community development             |
| <input checked="" type="checkbox"/> Crisis work                      | <input type="checkbox"/> Program development               |
| <input checked="" type="checkbox"/> Outreach                         | <input type="checkbox"/> Program evaluation                |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input checked="" type="checkbox"/> Clinical diagnosis     |

Other (please specify):

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

***Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.***

Days preferred: Preferred days are Tuesday, Thursday and Friday due to seminar times. Please note that we are flexible in accomodating students' class schedule.

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Hours preferred: Tuesday, Thursday, and Friday 8am-5pm. We work with students to accomodate their class schedule.

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Evenings: 0

---

Weekends: 0

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**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements: i.e., will the agency be closed on days different from the holidays observed by SJSU?

Please note: Due to UCSF Human Subjects rules and procedures, students are not able to use TRC patient data for their school research project. TRC works closely with students to pursue alternatives for their research project.

**SAN FRANCISCO COUNTIES:**

**VI.**

Agency Name Dept of Veterans Affairs  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County) \_\_\_\_\_  
Program Name various  
Intern Coordinator or \_\_\_\_\_  
Field Instructor \_\_\_\_\_  
Program Address \_\_\_\_\_  
(Street, City, Zip, County) \_\_\_\_\_  
Contact Phone \_\_\_\_\_  
Contact Email \_\_\_\_\_  
Agency Website \_\_\_\_\_

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):

- Yes     No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):

First Year MSW Field Placement  
 Second Year MSW Field Placement  
 BASW

3) Field(s) of practice: (please check all that apply):

- Aging (Gerontology)  
 Children, Youth, & Families  
 Health & Mental Health  
 School Social Work  
 Other (please specify):

4) Stipend availability (please check):

- Yes (if yes, please fill in amount per year \$ 6,200. )  
 No

5) Does your agency provide summer internship opportunities?

- Yes     No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: English

Background, experience, professional interest, goals, characteristics, or other:

Interest in health care

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare transculturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

Serves veteran population, providing various forms of health care, including medical, mental health, geriatric services.

8) Briefly, describe the population/s you serve.

Predominantly male clientele, between ages of 45-65.

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

Various sites within the medical center, dependent upon availability of social workers

B. Please list the skills that students will acquire during this internship:

Assessment  
Treatment  
Substance Abuse  
Documentation  
Multidisciplinary team work  
Discharge planning

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management        |
| <input checked="" type="checkbox"/> Individual work                  | <input checked="" type="checkbox"/> Interdisciplinary work |
| <input checked="" type="checkbox"/> Group work                       | <input checked="" type="checkbox"/> Advocacy               |
| <input checked="" type="checkbox"/> Information and referral         | <input type="checkbox"/> Administration                    |
| <input checked="" type="checkbox"/> Family work                      | <input type="checkbox"/> Policy analysis                   |
| <input checked="" type="checkbox"/> Home visits                      | <input type="checkbox"/> Community development             |
| <input checked="" type="checkbox"/> Crisis work                      | <input type="checkbox"/> Program development               |
| <input checked="" type="checkbox"/> Outreach                         | <input type="checkbox"/> Program evaluation                |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input checked="" type="checkbox"/> Clinical diagnosis     |
| <input type="checkbox"/> Other (please specify):                     |  |

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

***Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.***

Days preferred: Weds, Thur , Fri

Hours preferred: 8-4:30

Evenings: \_\_\_\_\_

Weekends: \_\_\_\_\_

**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements:

i.e., will the agency be closed on days different from the holidays observed by SJSU?

Interviews with Internship Coordinator, and field instructor to determine acceptance.  
Must have TB test prior to beginning placement.  
Must submit medical history regarding various childhood communicable diseases.  
Must have begun Hep B inocinations.

10) Other comments:

For stipend eligibility, must be a 2<sup>nd</sup> year intern and a US citizen.

**SAN MATEO COUNTIES:**

**VII.**

Agency Name The Legacy Foundation  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County)  
Program Name The Children's Place Program  
Intern Coordinator or \_\_\_\_\_  
Field Instructor  
Program Address \_\_\_\_\_  
(Street, City, Zip, County)  
Contact Phone \_\_\_\_\_  
Contact Email \_\_\_\_\_  
Agency Website www.thechildrensplaceprogram.org

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):

- Yes     No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):

- First Year MSW Field Placement  
 Second Year MSW Field Placement  
 BASW

3) Field(s) of practice: (please check all that apply):

- Aging (Gerontology)  
 Children, Youth, & Families  
 Health & Mental Health  
 School Social Work  
 Other (please specify): Chemical Dependency

4) Stipend availability (please check):

- Yes (if yes, please fill in amount per year \$ 2000 )  
 No

5) Does your agency provide summer internship opportunities?

- Yes     No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: Spanish

---

Background, experience, professional interest, goals, characteristics, or other:

One year direct service experience with children and/or families.  
Basic knowledge of chemical dependency, child development, family dynamics and parenting.  
Experience working with or in groups.  
Strong verbal, written and collaboration skills.  
Bilingual/bicultural Spanish preferred

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare transculturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

Mission of The Children's Place Program: To break the intergenerational cycle of addiction  
Agency's Vision: To stand together with all community members to meet the substance abuse challenge and create a legacy of wellness for children and adults. By promoting collaboration we aim to change the way society approaches pervasive substance abuse with its catastrophic consequences.  
Agency's Mission: To change the perception and approach to chemical dependency.

8) Briefly, describe the population/s you serve.

Children of alcoholic and addicted adult family members. In the local public schools and in the community.  
Ages 5 - 14.  
In school-based services: Approx. 70% Latino. 25% White/Non-Latino. 5% African American, Bi/multi racial, API or other.  
In community-based services: Approx 85% White/Non Latino. 15% African American, Bi/multi racial, API or other.  
Parents are served in the community-based services as well.

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

Please see attached Counselor Job Description for description details.  
Opportunities include: Gaining experience in school-and communitybased settings with Latino and Latino American children, partnering with school personnel, communicating with parents/adult caregivers.  
Locations of service include: on site at local public schools in Redwood City and San Mateo, on site at a local community health center and at a sleep away summer camp.  
Benefits: Strong supervision in a supportive, team oriented environment. Increased knowledge and understanding of addiction and its effects on a family. Intern at a nationally recognized program that is the oldest in the country for children of addicts and alcoholics.

B. Please list the skills that students will acquire during this internship:

Skills: Assessment, working in a school environment, group work, individual counseling, effective documentation, how to manage a caseload, play and art therapy techniques, how to utilize clinical supervision effectively.  
Knowledge: addiction, child development in the addicted family system, the addicted family system

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management        |
| <input checked="" type="checkbox"/> Individual work                  | <input checked="" type="checkbox"/> Interdisciplinary work |
| <input checked="" type="checkbox"/> Group work                       | <input type="checkbox"/> Advocacy                          |
| <input checked="" type="checkbox"/> Information and referral         | <input type="checkbox"/> Administration                    |
| <input checked="" type="checkbox"/> Family work                      | <input type="checkbox"/> Policy analysis                   |
| <input type="checkbox"/> Home visits                                 | <input type="checkbox"/> Community development             |
| <input type="checkbox"/> Crisis work                                 | <input type="checkbox"/> Program development               |
| <input checked="" type="checkbox"/> Outreach                         | <input type="checkbox"/> Program evaluation                |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input type="checkbox"/> Clinical diagnosis                |
| <input type="checkbox"/> Other (please specify):                     |  |

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

**Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.**

Days preferred: M, Tue, Wed or Thurs

Hours preferred: daytime hours

Evenings: one evening per week

No weekends, but commitment to serving as Senior Camp Counselor

Weekends: for 5 days/nights in June is requested.

**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements:

i.e., will the agency be closed on days different from the holidays observed by SJSU?

Schedule: The counseling team's schedule is the same as the local school calendars with breaks in December, April and other times during the school year. Supervision during these break times is contingent upon team's needs and schedules. The agency remains open during break times unless otherwise indicated during a given service year.

The preferred internship is 20-22 hours including 2 full days per week at school sites and one evening per week in the community services

Other commitments: regular attendance at supervision, attendance at pre-internship intensive training and orientation.

10) Other comments:

The Children's Place Program looks to attract candidates who are committed to serving children and adolescents or those who are interested in working in the field of addiction during their careers.

We like candidates who are mature, wise, professional, reliable, flexible and organized with a good sense of humor. Also, candidates who can translate the team and supervisory support into their work at the schools and in the community fit well with our program

We welcome any inquiries and interested candidates to contact us.

**SAN MATEO COUNTIES:**

**VIII.**

Agency Name REDWOOD CITY POLICE DEPARTMENT  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County) \_\_\_\_\_

Program Name Redwood City Police Juvenile Services

Intern Coordinator or  
Field Instructor \_\_\_\_\_

Program Address \_\_\_\_\_  
(Street, City, Zip, County) \_\_\_\_\_

Contact Phone \_\_\_\_\_

Contact Email \_\_\_\_\_

Agency Website \_\_\_\_\_

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):

Yes     No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):

- 1 First Year MSW Field Placement
- 2 Second Year MSW Field Placement
- 1 BASW

3) Field(s) of practice: (please check all that apply):

- Aging (Gerontology)
- Children, Youth, & Families
- Health & Mental Health
- School Social Work
- Other (please specify): Law Enforcement

4) Stipend availability (please check):

- Yes (if yes, please fill in amount per year \$ 300 x month )
- No

5) Does your agency provide summer internship opportunities?

- Yes     No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: None required

Background, experience, professional interest, goals, characteristics, or other:

Open

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare transculturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

The RCPD Juvenile Services Internship Program provides services to first time offenders and their families including, but not limited to, clinical assessment, treatment planning, short/long term individual, family and group counseling, crisis intervention, case management, coordination of educational programs and liaison with community resources. Our services work with "at risk" youth in the areas of Prevention, Early Intervention, Diversion. Interns also provide counseling services to runaway juveniles and their families.

8) Briefly, describe the population/s you serve.

Provide services to juvenile first time offenders and their families. Provide services to "at risk" students from the Redwood City School District. Work in collaboration with San Mateo County Mental Health Services providing clinical assessment and counseling of "out of control" juveniles. Provide counseling to students involved in "wannabe" gang related behaviors.

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

Interns provide services at the Redwood City Police Department and/or Redwood City Schools and/or the Police Activities League building. .

B. Please list the skills that students will acquire during this internship:

Interns learn through their internship about the interfacing of the Juvenile Justice System, the Child Welfare System, and Mental Health Services.

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management        |
| <input checked="" type="checkbox"/> Individual work                  | <input checked="" type="checkbox"/> Interdisciplinary work |
| <input checked="" type="checkbox"/> Group work                       | <input checked="" type="checkbox"/> Advocacy               |
| <input checked="" type="checkbox"/> Information and referral         | <input checked="" type="checkbox"/> Administration         |
| <input checked="" type="checkbox"/> Family work                      | <input checked="" type="checkbox"/> Policy analysis        |
| <input type="checkbox"/> Home visits                                 | <input checked="" type="checkbox"/> Community development  |
| <input checked="" type="checkbox"/> Crisis work                      | <input checked="" type="checkbox"/> Program development    |
| <input type="checkbox"/> Outreach                                    | <input checked="" type="checkbox"/> Program evaluation     |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input checked="" type="checkbox"/> Clinical diagnosis     |
- Other (please specify):

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

***Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.***

Days preferred: open

Hours preferred: open

Evenings: until 7 PM

Weekends: no

**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements:

i.e., will the agency be closed on days different from the holidays observed by SJSU?

open

**SAN MATEO COUNTIES:**

**IX.**

Agency Name Sequoia Hospital  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County)  
Program Name Social Services  
Intern Coordinator or  
Field Instructor \_\_\_\_\_  
Program Address \_\_\_\_\_  
(Street, City, Zip, County)  
Contact Phone \_\_\_\_\_  
Contact Email \_\_\_\_\_  
Agency Website www.sequoiahospital.org

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):

Yes  No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):

First Year MSW Field Placement  
 Second Year MSW Field Placement  
 BASW

3) Field(s) of practice: (please check all that apply):

- Aging (Gerontology)
- Children, Youth, & Families
- Health & Mental Health
- School Social Work
- Other (please specify):

4) Stipend availability (please check):

Yes (if yes, please fill in amount per year \$ 5000 )  
 No

5) Does your agency provide summer internship opportunities?

Yes  No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: strong english skills, additional lanuages spoken would be great but not necessary

Background, experience, professional interest, goals, characteristics, or other:

Background in medical social work desirable but not necessary. Some background with crisis work also very helpful. Must be able to perform psychosocial assessments and identify resources in a fast paced environment. Social work intern will work independently and also function as part of a multidisciplinary team with doctors, nurses and other therapists.

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare transculturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

The mission of Sequoia hospital is promote healing and wellness by providing compassionate care to meet the needs of the community we serve with special consideration for the poor and underserved. Specifically social services work with pateints and their families to help provide emotional support and provide referrals. Often social services is called when psychosocial issues are affecting care. Many times this involves cultural differences between the staff and patients in their families dues to socioeconomic factors or different cultural backgrounds and norms. Part of our job is bringing these factors to the attention of the rest of the staff to best advocate for the patient while at the hospitial and when they leave.

8) Briefly, describe the population/s you serve.

The elite social work staff here (just 4 FTE) work in all parts of the hospitial with many different diagnosis, ages, and populations. The intern will assist all over the hospital including Med/Surg, the ER, labor and delivery, our skilled nursing facility, and also in our psychiatric inpt unit. The majority of people are elderly but we serve all ages especially in L& D and in the psychiatric unit. In addition to the patients you have contact with their families. Many people are in crisis when in the hospital espically those who had few resources to begin with and we spend time helping people who may be homeless or have drug/ alcohol issues.

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

One of the best benefits of this internship is the small size of the social service department and the opportunities to learn from each new case that presents itself. All four of us social workers work in the Redwood City hospital in the different units. Every day in the hospital is some new challenge: a different person completely different from the last with their own set of issues. We just have one position available and you will have many opportunities to work closely with the social workers but also to learn from with others disciplines. Many legal, diagnostic and psychosocial issues arise giving you hands on experience to work with the patient their family and our staff to help find a resolution that works for all.

B. Please list the skills that students will acquire during this internship:

Lots of practice at doing interviews and psychosocial assessments with many different individuals and their families. Gain valuable medical and psychiatric social work experience. You will learn about various resources through federal, county, community, and private and how they can be best utilized to help patients in need. Gain confidence working in a multidisciplinary environment and become a good social worker.

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management        |
| <input checked="" type="checkbox"/> Individual work                  | <input checked="" type="checkbox"/> Interdisciplinary work |
| <input type="checkbox"/> Group work                                  | <input checked="" type="checkbox"/> Advocacy               |
| <input checked="" type="checkbox"/> Information and referral         | <input type="checkbox"/> Administration                    |
| <input checked="" type="checkbox"/> Family work                      | <input type="checkbox"/> Policy analysis                   |
| <input type="checkbox"/> Home visits                                 | <input type="checkbox"/> Community development             |
| <input checked="" type="checkbox"/> Crisis work                      | <input type="checkbox"/> Program development               |
| <input type="checkbox"/> Outreach                                    | <input type="checkbox"/> Program evaluation                |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input checked="" type="checkbox"/> Clinical diagnosis     |
| <br>   |  |
| <input checked="" type="checkbox"/> Other (please specify):          | discharge planning   |

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

***Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.***

Days preferred: flexible

Hours preferred: flexible but swkrs are here 9-5 M-F

Evenings: \_\_\_\_\_

Weekends: \_\_\_\_\_

**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements:  
i.e., will the agency be closed on days different from the holidays observed by SJSU?

This is a hospital so it is always open but we have someone on call for holidays. The intern would not be expected to work major holidays.

10) Other comments:

This is a great place to work! There are lots of different things to get involved in depending on your interest. My boss and I are very flexible and supportive and have a lot of experience to impart. But we are always interested in someone with a new perspective. Compared to other places I have worked people here are very friendly and professional. I would welcome any questions or discussion with 2<sup>nd</sup> year interns interested in this placement. thanks for your consideration.

**SAN MATEO COUNTIES:**

**X.**

Agency Name VA Palo Alto Health Care System  
Main Agency Address \_\_\_\_\_  
(Street, City, Zip, County)  
Program Name Social Services  
Intern Coordinator or Field Instructor \_\_\_\_\_  
Program Address \_\_\_\_\_  
(Street, City, Zip, County)  
Contact Phone \_\_\_\_\_  
Contact Email \_\_\_\_\_  
Agency Website www.palo-alto.med.va.gov

1) Our agency will be accepting SJSU Social Work students for the 2007/2008 academic year (please check):  
 Yes     No

2) Number of internship slots (please fill in number for each student group, or "0" if none for that option):  
 First Year MSW Field Placement  
11 Second Year MSW Field Placement  
 BASW

3) Field(s) of practice: (please check all that apply):  
 Aging (Gerontology)  
 Children, Youth, & Families  
 Health & Mental Health  
 School Social Work  
 Other (please specify): Polytrauma Case Management with Combat Returnees from Iraq and Afghanistan, Spinal Cord Injury, Family Therapy @ the National PTSD Center, Addiction TX and Homeless Programs

4) Stipend availability (please check):  
 Yes (if yes, please fill in amount per year \$ 5000 )  
 No

5) Does your agency provide summer internship opportunities?  
 Yes     No

6) What requirements and/or preferences does the agency have for interns?

Language Skills Desired: English

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Background, experience, professional interest, goals, characteristics, or other:

Experience completing psychosocial assessments , ability to connect pts./families to appropriate resources in the community, ability to work on an interdisciplinary team, ability to learn computerized documentation of pt. contacts, ability to function effectively as an active team member and comfort with exposure to various treatment modalities

7) Agency Description:

Briefly describe the agency's mission and purpose in relationship to the School of Social Work Program's mission to prepare trans culturally sensitive practitioners. (Optional: Attach relevant documents and agency organizational chart).

-ability to perform psychosocial assessments  
-ability to function on an interdisciplinary team  
-knowledge and skills in computerized documentation  
-training through weekly seminars that enables students to learn the full array of clinical social work specialties available in the Veteran's Administration  
- increased knowledge of substance abuse assessment and treatment  
-knowledge in how to apply for federal employment  
-exposure to a variety of treatment modalities The VA Palo Alto Health Care System provides a comprehensive array of services to eligible veterans from all eras of military service and for those who are Tricare and CHAMPVA eligible. The VA Palo Alto Health Care System is comprised of nine distinct campuses located in Palo Alto, Menlo Park, Livermore, Monterey, San Jose, Capitola, Stockton, Modesto and Sonora. The VA Palo Alto Health Care System has been designated as one of the National Polytrauma sites and is a major tertiary referral center for other VA Facilities. The Social Work Service is an integral part of the care delivery system. We will be offering internships for 2007-2008 in the following areas:

Mental Health: Mental Health Intensive Case Management and Outpatient Mental Health Clinics

Extended Care/ Geriatrics:  
Nursing Home, Acute GeroPsychiatry

Specialty Programs: Addiction Treatment, Homeless Veteran Rehabilitation Program, Spinal Cord Injury, National Center for PTSD and Operation Iraqi Freedom /Operation Enduring Freedom Intensive Case Management for combat returnees and their families

8) Briefly, describe the population/s you serve.

We serve Veterans and their eligible family members. The population ranges predominantly from 18-Elderly and increasingly we are serving young families and their dependent children as well as some Active Duty personnel. These veterans and active duty individuals/families are served throughout our comprehensive medical system that includes medical, mental health, addiction tx and homeless and other specialty services

9) Description of Internship

A. Briefly describe the internship: Include opportunities and benefits of the internship, indicate if more than one internship type is available, and the various programs and locations.

The Internships that we are offering in the 2007-2008 Internship year are as follows

**Mental Health:**

OP Clinics: Interns would learn to complete psycho-social assessments, crisis intervention, group therapy, family/couples therapy, Individual Therapy and health education. They would serve on an interdisciplinary team and perform computerized documentation.

Locations: San Jose and Menlo Park campuses

**Acute Geropsychiatry:**

Interns would learn through completion of comprehensive psychosocial assessments and treatment, active involvement with both VA and community resources relevant to discharge planning, facilitation of a discharge planning group and conducting family meetings, participation as an active interdisciplinary team member and will gain knowledge of psychiatric diagnosis as well as co-morbid medical problems.

This program is located at the Menlo Park campus.

**Community Care Program:**

Interns will be an integral part of a multi-disciplinary team, they will provide case management services for clients that live in the community, are seriously mentally ill and are working towards recovery. The Intern will learn the Psychiatric rehabilitation model which helps individuals living with mental health issues to increase their quality of life, The intern will perform psychosocial assessments, treatment planning, and client-centered case management. This program is located in San Jose.

**Addiction TX::**

Substance Abuse Rehab Treatment (SART) Outpatient Program: An Intern will have an opportunity to learn how to complete an assessment, treatment plan and appropriate follow-up documentation for outpatients who have a substance abuse problem. They will learn to co-facilitate groups in early recovery, relapse prevention and possibly communication, anger management, or whatever the current need of our veterans seems to be. They will be encouraged to provide 1-1 counseling for a caseload of veterans who

have a substance abuse problem with the possibility of input from a multidisciplinary team. This training opportunity is located at the San Jose Clinic.

#### Family Therapy at the National Center for PTSD

The Intern will learn the Structural/Strategic Family Therapy model. Interns will work with veterans and active duty personnel and their families to reduce the impact of chronic or more recent PTSD due to trauma in the military. Active duty families will also be supported in their reunification following war zone deployment, sometimes with the possibility of future deployments on the horizon. Interns will learn computerized documentation and participate as an active member of an interdisciplinary team. This internship is available at the Menlo Park campus.

#### MEDICAL:

##### Nursing Home:

Interns will have an opportunity to work in a skilled nursing facility providing predominantly short-term care for veterans and intensive discharge planning to community facilities. The intern will perform comprehensive psychosocial assessments, learn VA and community resources, entitlement programs and participate on an inter-disciplinary team. This internship is available at the Menlo Park campus.

##### Polytrauma Intensive Case Management:

Interns will be working with veterans and active duty personnel and their families who have suffered multiple traumas while in combat in both the Iraq and Afghanistan conflicts. They will perform comprehensive psychosocial assessments, treatment planning, computerized documentation and client-centered case management. Interns will be an active member of an Interdisciplinary team and advocate for pts/families throughout their treatment process. This program is located at the Palo Alto campus.

##### Spinal Cord Injury Center:

Interns will learn to assess, perform computerized documentation and provide services to men and women of various ages who have sustained a spinal cord injury. The Treatment approach is interdisciplinary, in a supportive community atmosphere where patient and family participation are encouraged. The center uses a rehabilitation model of health care with an emphasis on education and self-reliance. This Internship is located on the Palo Alto campus.

#### Homeless Programs:

##### Domiciliary Residential Program:

The intern will provide screening and treatment services to homeless veterans in a residential treatment setting. The model of treatment is based upon an ethic stressing personal responsibility, the practice of problem-solving skills and mutual caring. A healthy community setting is provided in which veterans learn new skills and positive ways of coping with life's challenges in an effort to overcome homelessness. This program is located in Menlo Park.

Health Care for Homeless Veterans: The intern would work in the grant and per diem transitional housing programs performing psychosocial assessments, treatment planning and collaborating with non-VA agencies to link veterans to community services and

housing.. The intern would also have the opportunity to develop and run groups. This program is located at the Menlo Park campus.

Administration:

One administrative Internship will be made available this year. The intern would work directly with a Supervisory Social Worker to complete an administrative project of importance to the VA Palo Alto Social Work service. This internship is available at the Palo Alto campus

B. Please list the skills that students will acquire during this internship:

-ability to perform psychosocial assessments  
-ability to function on an interdisciplinary team  
-knowledge and skills in computerized documentation  
-training through weekly seminars that enables students to learn the full array of clinical social work specialties available in the Veteran's Administration  
- increased knowledge of substance abuse assessment and treatment  
-knowledge in how to apply for federal employment  
-exposure to a variety of treatment modalities  
Increased knowledge of the needs and characteristics of a veteran and active duty population

C. Please check or list the beneficial experiences and opportunities available for students:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Interviewing                     | <input checked="" type="checkbox"/> Case management        |
| <input checked="" type="checkbox"/> Individual work                  | <input checked="" type="checkbox"/> Interdisciplinary work |
| <input checked="" type="checkbox"/> Group work                       | <input checked="" type="checkbox"/> Advocacy               |
| <input checked="" type="checkbox"/> Information and referral         | <input checked="" type="checkbox"/> Administration         |
| <input checked="" type="checkbox"/> Family work                      | <input type="checkbox"/> Policy analysis                   |
| <input checked="" type="checkbox"/> Home visits                      | <input type="checkbox"/> Community development             |
| <input checked="" type="checkbox"/> Crisis work                      | <input type="checkbox"/> Program development               |
| <input checked="" type="checkbox"/> Outreach                         | <input type="checkbox"/> Program evaluation                |
| <input checked="" type="checkbox"/> Psycho-social-systems assessment | <input checked="" type="checkbox"/> Clinical diagnosis     |

Other (please specify):

D. Student Availability: Please indicate the times students are required to be at the agency for staff meetings, client needs, etc...

- Typical field days for BSW students are Tues. & Thurs.
- Typical days for MSW first year students are either Tues & Wed. or Thurs & Fri.
- Typical days for MSW second year students are Wed., Thurs. and Fri.

***Please note that students' course schedules have priority. Although some flexibility can be requested, internship hours must be held at times not in conflict with assigned classes.***

Days preferred: weekdays

Hours preferred: 8-4;30, 8:30-5 or in some locations 9-5:30

Evenings: evenings are only required in a few placements

Weekends: \_\_\_\_\_

**\*\*\* On-site field supervision is required at all times, including evenings and weekends.**

E. List any agency program requirements that are significant to the field placement arrangements:

i.e., will the agency be closed on days different from the holidays observed by SJSU?

There are three Federal holidays not included in the San Jose State University schedule: George Washington's Birthday, Columbus day and Veteran's day.

Students interested in completing research while at the VA must be approved by the Stanford Human Subjects Committee and the VA IRB committee..

10) Other comments:

We have has a very positive relationship with the San Jose State University MSW Graduate Program and look forward to continuing it in the future. We have trained predominantly students from your programs and historically have hired quite a few post graduation.