

Bachelors of Social Work Program

School of Social Work
College of Applied Sciences and Arts
San José State University

BASW Student Handbook
2007-2008 AY

Bachelors of Social Work
Student Handbook



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The BASW Program at San José State University is
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Table of Contents

Section	Page
BASW Degree General Overview and Checklist	5
Introduction	
San José State University	6
School of Social Work and BASW Program History	6
Bachelors of Social Work Program Overview	
Mission, Goals and Objectives	7
College of Social Work Administration and Organization	7
Student Organization	9
The Social Work Program Service Area	9
Bachelors of Social Work Curriculum	10
General Education	10
Sequence of Courses for the Major in Social Work	11
The Minor in Social Work	12
Field Practicum	12
Undergraduate Program Course Descriptions	13
Academic Policies and Procedures	16
University Academic Policies and Procedures	16
Student Advisement in the BASW Program	18
University Grading Policy	19
University English Competency Policy	20
Academic Dishonesty and Sanctions	20
Application for Graduation	21
Sexual Harassment:	21
Disability Rights/Policy:	21
Students Rights to Privacy and Limits of Confidentiality	22
Student Evaluation of Courses	22
Non-Discrimination Policy and Equal Opportunity	22
Students Rights and Responsibilities	22
Professional Performance Policies and Additional Academic Policies	23
Evaluation of Fitness for the Profession	24
BASW Grading Policy	25

Field Education in the BASW Curriculum	28
Educational Partnership: University, Agency, and Student	28
Responsibility of the BASW Program	29
Responsibility of the Faculty Field Liaison	29
Responsibility of the Agency	30
Responsibility of the Agency Field Instructor	30
Responsibility of the Student	31
The Baccalaureate Field Practicum	32
Purpose	32
Format	32
Field Education Objectives	32
Related Learning Activities	33
Students Practicum Learning Contract	35
Fitness for the Profession Criteria	35
Agency Field Experience	36
Evaluations	38
Grading	39
Disqualification from the Major	39
Professional Liability Insurance	40
General Field Education Policies	40
Standards for the Selection of Placements	41
Selection of Agencies	41
Selection of Field Instructor	42
Placement Process	43
Use of Employment as Placement	43
Change of Placement Requests	44

BASW Degree General Overview and Checklist

Become Familiar with the University and the BASW Program

This student handbook, the San José State University Catalog, and the SJSU and Social Work Department web sites are good resources to help familiarize yourself with the University and our BASW Program, as well as common policies and procedures. Also, most updates and major announcements will be posted on our Social Work web site. Please note these web addresses:

San José State University	www.sjsu.edu
SJSU Catalog	http://info.sjsu.edu/home/catalog.html
MySJSU	https://my.sjsu.edu
Undergraduate Studies	http://www2.sjsu.edu/ugs/
Social Work Department	www.sjsu.edu/sw/

Meet Your Professional/Academic Faculty Advisor

All BASW students are assigned a social work faculty member whom you may consult for professional and academic advice. Advisor assignments will be distributed or posted on-line.

Monitor and Confirm Enrollment, Transcript, and Academic Record

One of your most important responsibilities while in the BASW Program is to regularly monitor your enrollment records, posted grades on your transcript, and status of your academic record. You can check your status through MySJSU (<https://my.sjsu.edu>). A common reason for delays in the University awarding your diploma is misreported or missing information on your academic record, i.e., “incomplete” grades or no record of your enrollment in various classes. If you discover inaccuracies in your records or have questions about your progress in the BASW Program, please consult with your faculty advisor.

Introduction

San José State University

Founded in 1857, San José State University is the oldest public university in California and celebrated its 143rd anniversary in 2000. The University has grown from a small teachers college to a large metropolitan university located in a growing, ethnically diverse, dynamic community.

The University's eight colleges -- Applied Arts and Sciences, Business, Education, Engineering, Humanities and the Arts, Science, Social Science, and Social Work -- enroll approximately 27,000 students in programs designed to meet the needs of an increasingly diverse and complex society. The diversity of the student body at San José State University is reflected in the enrollment for Fall 2000 in which ethnic minority students of color comprise 57.0 percent of all students enrolled.

The University is located in downtown in San José, 48 miles south of San Francisco, in the heart of Santa Clara Valley and just north of the Santa Cruz-Monterey-Carmel-Big Sur area. San José is a major metropolitan area with a culturally diverse population which includes Latinos/as, Asian Americans, African Americans, Native Americans and other ethnic groups who reside in the city and surrounding region. San José State University is accredited by the Western Association of Schools and Colleges.

School of Social Work and BASW Program History

Social Work education at San José State University has existed since 1939 when the first faculty member was hired in the Department of Sociology. The program appealed to students through the 1950's and 1960's, but received limited support from the administration and from the Sociology Department. It was not until the BASW program was established in 1969, with a special mission of educating social workers to work with and behalf of Spanish speaking populations, that social work education had sufficient visible professional and minority community support. The mission of both the BASW and MSW programs was expanded during the 1990s to include other disenfranchised and marginalized groups in addition to the Latino population. The Graduate Social Work Department became a School of Social Work in 1972. The Sociology Department transferred responsibility of the Social Service major to the School of Social Work in the same year. Resources were allocated, the curriculum was revised and the field education program was expanded.

The Bachelor of Arts in Social Services was re-titled the Bachelor of Arts in Social Work (BASW) to be consistent with the BA social work programs at other California State University campuses. Between the 1980's and 2005 both the BASW and MSW programs at San José State University were housed in the College of Social Work. Since 2005, both social work programs have been housed in the School of Social Work under the College of Applied Sciences and Arts. The BASW program has witnessed growing interest among students for both the major and the minor in social work. The program prepares its graduates for entry level social work practice and for successful entry into graduate social work programs anywhere in the country.

The BASW program has been continuously accredited by the Council on Social Work Education since 1976.

Bachelors of Social Work Program Overview

Mission

The School of Social Work at San José State University is committed to using and promoting a transcultural perspective. This transcultural perspective informs the curriculum and promotes advocating for social justice, honoring the strengths of diverse cultures, and enhancing the well being of individuals and communities.

The mission of the School of Social Work at San José State University is to prepare social workers for effective, ethical social work practice from a transcultural perspective with Latinos, Asian and Pacific Islanders, African Americans and those individuals, families, groups, and communities who are disenfranchised, oppressed, or marginalized. In the service of this mission, we are active in scholarship and professional leadership endeavors that advance a transcultural perspective in social work and promote social justice.

Guided by the Mission of the School of Social Work, the BASW program at San José State University educates generalist social work practitioners, using a liberal arts foundation. The School of Social Work uses a transcultural perspective as a framework from which to address social work practice with individuals, families, and groups; and within organizations and in the context of the broader communities.

More specifically, the goals of the BASW program are to: 1) provide qualified undergraduate students with a sound professional foundation for generalist social work practice with systems of various sizes; 2) ground learning experiences in the liberal arts perspective, ecological systems theories and problem solving approaches; and 3) guide social work assessment, intervention and evaluation using a transcultural perspective.

The philosophy of the curriculum is reflected in a broad and active commitment to human welfare through transcultural practice. It promotes the enhancement of human development and the maximizing of choices and opportunities for all people, especially of oppressed minorities. The faculty views social problems as arising primarily out of basic environmental forces and the inadequacy of institutional responses to these forces. The faculty also recognizes that problems of individuals are part of the increasing complexity of social demands which accompany the normal growth and socialization process. Thus, major attention is focused within the social work curriculum on helping individuals survive while institutions are changing, making institutions more responsive to clients needs, and on enhancing the individual's capacity for self-fulfillment. These approaches are intended to: enable students to become increasingly more responsible on their own behalf; become involved with the institutional issues affecting their own lives; enable students to work to alleviate poverty, oppression, and discrimination; and enable students to become involved in activities to promote social and economic justice.

The BASW Program operates within the broader mission, values and commitments of the School of Social Work, the College of Applied Sciences and Arts, and San José State University.

The BASW Program Coordinator is responsible for the administrative functions of the undergraduate program which includes instruction and student advising, and for providing leadership in curriculum and program development.

BASW GOALS AND OBJECTIVES

GOAL 1. To prepare social workers for ethical social work and use of a transcultural perspective with diverse, disenfranchised, oppressed and marginalized populations.

B1.1 Students will be able to demonstrate knowledge of diversity and competence in applying a transcultural perspective.

B1.2 Students will be able to demonstrate the ability to work effectively with diverse populations, particularly populations that are disenfranchised, oppressed or marginalized.

B 1.3 Students will be able to demonstrate knowledge of the values, ethics and principles of the social work profession and will practice accordingly.

GOAL 2. To prepare social workers for effective generalist practice from a transcultural perspective with individuals across the lifespan, and with families, groups, organizations and communities.

B 2.1 Students will be able to use theoretical frameworks to understand human development and behavior across the life span and the interactions between individuals, families, groups, organizations, and communities.

B 2.2 Students will be able to engage in self-reflection and use of supervision and consultation in practice.

B 2.3 Students will be able to demonstrate skills for effective communication with diverse clients, colleagues and communities.

B 2.4 Students will be able to apply transcultural, generalist social work knowledge and skills of practice with systems of all sizes.

GOAL 3. To prepare social workers for leadership in advocating for positive change and innovation in social work policies, programs and practices to advance social justice and the well being of individuals, families and communities.

B 3.1 Students will be able to demonstrate the knowledge of issues related to power, privilege, oppression, and diversity that impact social services and how to advocate on behalf of clients and communities from a social justice perspective.

B 3.2 Students will be able to demonstrate knowledge of current social policies, ability to analyze policies, and knowledge of strategies for influencing social policy.

B 3.3 Students will be able to demonstrate the ability to interpret the history of the social work profession and its contemporary structures and issues.

B 3.4 Students will be able to demonstrate the ability to function effectively as practitioners within the structure of a social services organization and service delivery system and, as needed, facilitate improvements and change.

GOAL 4. To prepare social workers to engage in critical inquiry in service of the above goals.

B 4.1 Students will be able to demonstrate the ability to employ critical thinking skills and information literacy to locate, evaluate and use reliable knowledge to inform effective social work practice.

B 4.2 Students will be able to critically review empirical literature and understand strategies for investigating issues, problems and solutions relevant to social work, particularly as they impact disenfranchised, oppressed, or marginalized populations.

Student Organization

The Undergraduate Social Work Association (USWA) works towards articulating student interests and concerns to the BASW Program Director and to the Director. The School appoints a faculty liaison to the USWA to support their activities. Planning social activities, fund raising and graduation planning are other areas of interest for the organization. Students elect their own officers and may or may not seek recognition from the University Student Association and plan their own activities. Students are encouraged to participate and support their student organization so they may work cooperatively with their fellow students and support each other through the program.

The Social Work Program Service Area

The University service area includes the counties of Santa Clara, Santa Cruz, Monterey, and San Benito. These counties have significant minority and rural populations which need qualified professionals with social works values, knowledge and skills to address individual, family and community problems. Bilingual ability is highly desired by agencies seeking to hire professionals to serve the diverse populations in California. Classes are offered at the main campus in San José; field placements are available in six South Bay counties surrounding the University.

BASW CURRICULUM

The Bachelor of Arts in Social Work Degree requires 120 units for graduation. All students must satisfy the General Education (GE) requirements mandated by the CSU system. Most students met these requirements in California Community Colleges before transferring to the University. Generally, students have Junior standing (completed 60 units) before enrolling for the major requirements. The requirements for the major are 38 units of upper division work as follows:

3 courses in Generalist Practice Methods	9 units
2 courses in Social Policy	6 units
2 courses in Human Behavior in the Social Environment	6 units
1 course in Research Methods	3 units
3 courses in Field Practicum	11 units
1 course as the Social Work Senior Seminar	<u>3 units</u>
	38 units

GENERAL EDUCATION

All students must complete a minimum of 51 units of approved GE courses in letter grades. If a requirement is waived without unit credit, additional approved GE courses must be taken to complete the total required. Most students in the social work major are transfer students from California Community Colleges and have completed comparable **Core General Education** courses which may be acceptable to San José State University. Please contact Academic Services in SSC, Rm. 400 (408-924-2129) for information about **Core General Education** course requirements.

The **SJSU Studies** (formerly known as **Advanced General Education**) coursework must be taken in residence at San José State University, and **students must pass the (WST) Writing Skills Test before they are permitted to enroll in the SJSU Studies courses.**

Below are courses recommended, however, **human biology** (Biol 21 or equivalent) and **elementary statistics** (Stat 95 or equivalent) **are required** for social work majors.

	Units
General Education	51
<u>Core General Education</u> (39 units) Suggested courses for the degree	
Area A: COMM 20 or MAS 74; ENGL 1A; HIST 50 or PHIL 57.	9
Area B: BIOL 21 and STAT 95 are required); 3 other science units	9
Area C: AMS 1A/B; or 6 other humanities and arts units; ENGL 1B	9
Area D: SOCI 1, PSYCH 1, ECON 1A, SOC 80.	9
Area E: HUP 69, GERO 99	3

SJSU Studies [formerly known as Advanced General Education] (9-12 units) Courses below are suggested:

Area R: CHEM 103, NUFS 139, NUFS 139, OR NUFS 163	3
Area S: COMM 174, MAS 130, MAS 160, WOMS 101	
Area V: ANTH 146; MAS 175; MUSC 117, MUSC 120	3
Area Z: SCWK 100W, SOCS 100W; ENGL 100W; ANTH 100W; CHAD 100W, PSYC 100W, AfAM 100W, SOCI 100W, HPrf 100W, COMM 100W	3
Physical Education	2

REQUIREMENTS FOR THE SOCIAL WORK MAJOR

Requirements in the Social Work Major	38
Required: SCWK 110, 111, 112, 120, 121, 130, 131, 140, 141, 142, 170, 175	

Supporting **requirements:** (If not taken as GE courses must be added to course of study)

- A) BIOL 21, Human Biology is required of all BASW students in order to meet accreditation standards. It may be included as one of the lower division general education science courses for those not having met the GE science requirement.
- B) Elementary Statistics is also required and is a prerequisite or co-requisite for SCWK 170, the Social Work Research course.

Electives	29
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Electives may be chosen in other disciplines to complement a student's major interest in social work: psychology, sociology, health science, gerontology, etc. These are considered "free electives." NOTE: YOU MAY ALREADY HAVE ENOUGH UNITS TO QUALIFY AS ELECTIVES. WE DO NOT REQUIRE YOU TO TAKE ANY SPECIFIC COURSES IN THIS AREA. YOU JUST NEED TO HAVE AT LEAST 60 UNITS FROM SJSU IN YOUR TOTAL OF 120 UNITS.

Total Units Required for the Degree..... 120

COURSE SEQUENCING FOR THE MAJOR IN SOCIAL WORK

BASW core: SCWK 110, 120, 130, & 140 comprise the BASW core. Students must complete the core before moving on to other advanced practice courses and the field education program.

Sequencing of Practice and Field courses: The BASW program seeks to integrate academic learning with field practice by tying the appropriate practice and field education courses together.

- In the BASW core, the practice course is SCWK 110 and the field education course is SCWK 140. Students must have completed or be concurrently enrolled in SCWK 110 to be eligible to enroll in SCWK 140. This applies to both social work majors and minors.
- In the Field Education program, SCWK 141 is the field education course which must be taken with SCWK 111 (Practice I) and SCWK 142 (field) must be taken with SCWK 112 (Practice II).

Eligibility for enrollment in the field education program: All students must complete SCWK 110, 120, and SCWK 130 with a passing grade of “C” or better **and** receive a grade of “Credit” in SCWK 140 before they can be accepted into the field education program and permitted to enroll in SCWK 141.

Capstone Seminar: SCWK 175 is the integrative capstone seminar for the social work program. It must be taken as the last social work course. Students can enroll in SCWK 175 either: a) concurrently with SCWK 112 and SCWK 142, or b) in the semester immediately following completion of SCWK 142, **and** must have completed all other social work courses for either option. (Note: students cannot plan to take other social work course after completing SCWK 175).

Overview of sequencing issues:

- SCWK 110 is a prerequisite or corequisite for SCWK 140.
- SCWK 120 is a prerequisite for SCWK 121.
- SCWK 130 is a recommended but not required prerequisite for SCWK 131.
- SCWK 170 has the following prerequisites: ScWk 110, ScWk 120, ScWk 130. And the following Pre/Corequisite: Stat 95.
- ***Passing Grades in the BASW core (as described earlier) are required for entry into the Field Education program.***
- SCWK 111 is a corequisite for SCWK 141. ***Students must pass SCWK 111 with a C or better to move on to SCWK 112. Students must receive a grade of “Credit” in SCWK 141 prior to enrolling in SCWK 142.***
- SCWK 112 is a corequisite for SCWK 142.
- SCWK 175 must be taken concurrently with SCWK 112 and SCWK 142, or in the semester immediately following completion of SCWK 142, **and** must have completed all other social work courses.
- Courses are organized differentially for students entering the major in the Fall or in the Spring semester.

SUGGESTED SEQUENCE FOR THE MAJOR IN SOCIAL WORK

Track I - Entry in Fall Semester

Junior Year		Senior Year	
Fall	Spring	Fall	Spring
SCWK 110	SCWK 131	SCWK 111*	SCWK 112**
SCWK 140	SCWK 170	SCWK 141*	SCWK 142**
SCWK 120		SCWK 121	*** SCWK 175
SCWK 130			

Note: If you can get into SCWK 110, sign up for SCWK 140.

* Note: SCWK 111 & 141 are only offered in the Fall and must be taken after completing the BASW core

** Note: SCWK 112 & 142 are only offered in the Spring and must be taken after successfully completing 111 and 141.

Track II - Entry in Spring Semester

Junior Year		Senior Year	
Spring	Fall	Spring	Fall
SCWK 110	SCWK 111	SCWK 112	Remaining electives
SCWK 120	SCWK 141	SCWK 142	SJSU studies
SCWK 130	SCWK 131	SCWK 121	
SCWK 140	SCWK 170	*** SCWK 175	
Note: You must enroll in and pass all these courses to be eligible for SCWK 141 in the next Fall.	* Note: SCWK 111 & 141 are only offered in the Fall and must be taken after completing the BASW core	** Note: SCWK 112 & 142 are only offered in the Spring and must be taken after successfully completing 111 and 141.	

***** SCWK 175 is open to Social Work majors only and must be taken concurrently with SCWK 112 and SCWK 142, or in the semester immediately following completion of SCWK 142, and must have completed all other social work courses.**

THE MINOR IN SOCIAL WORK

The minor in Social Work consists of 18 units and is designed to enrich a student’s major area of study by providing an understanding of the values and structures of current human service programs within a historical and developmental framework.

Requirements in the Minor	18
Required: SCWK 10, 110, 120, and 130	12
Electives: Two courses from SCWK 121, 131, 140, 170	6

NOTE for SCWK Minor:

- SCWK 110 is a prerequisite or corequisite for SCWK 140.
- SCWK 120 is a prerequisite for SCWK 121.
- SCWK 130 is a recommended but not required prerequisite for SCWK 131

FIELD PRACTICUM

The Field Practicum provides practical, service oriented experiences in which students can apply abstract, generalized knowledge to concrete, specific situations. Learning emerges from involvement with individuals, families, small groups, organizations and community. The BASW degree prepares its graduates for entry-level human service professional positions. Bilingual ability is

highly desired by agencies seeking to hire professionals to serve the diverse populations in California.

Students **must have completed** the BASW core, SCWK 110, 120, and 130, with a **grade of C or better and must receive a grade of Credit in SCWK 140** in order to enter the field education program. *Students will need to complete the application for the field education program early in the spring semester and must show proof of eligibility (passing grades in the BASW core) before they can be assigned a field placement.* The Field Practicum (SCWK 141 and SCWK 142) occurs over two semesters in one community agency.

Students spend two days (16 hours) per week in the agency learning about and participating in the functions of that agency. A minimum of 480 hours (240 per semester) of agency direct practice experience is required. Experience with client groups from an ethnic group different from that of the student is desirable. Students planning to enter field practicum should have their schedule and personal affairs arranged to enable them to devote 16 hours per week for field education in a program-approved agency. A valid California driver's license and use of a vehicle is strongly recommended.

If the student's performance is marginal, then more than the minimum number of hours may be required to develop competency in designated areas of social work practice. The Field Practicum is taken concurrently with SCWK 111 during the Fall semester and SCWK 112 during the Spring semester. **If a student receives NO CREDIT for either of the field practicum courses, the student will be disqualified from the major.**

POLICY ON REPEATING A COURSE IN THE BASW CORE:

Students are allowed to re-take any course in the social work major to improve their grade (except practice and field education courses - see policy outlined earlier). If a student is unable to meet the requisite grade requirement (C or better) for any Core BASW course (110, 120, 130) after two attempts, they will be not be allowed to enroll in any other social work courses until they have received approval from their advisor. Depending on the circumstances, the advisor may recommend options that include, but are not limited to: 1) Passing the Writing Skills Test (WST), and completing an approved 100W course before returning to the social work program; 2) Completing the SJSU Studies (Advanced GE) courses before returning to the social work program; 3) Addressing other issues that interfere with the student's ability to successfully complete the requirements of the social work program including the possibility of an alternative major more suited to the student's aptitude and skills.

UNDERGRADUATE PROGRAM COURSE DESCRIPTIONS

SCWK 010 - *Introduction to Social Welfare and Social Work*

An introduction to social welfare institutions and the social work profession. Its development, knowledge base, value system, and specific areas of direct practice. (3 units)
(Required for SW minor)

SCWK 110 - *Foundations of Generalist Practice*

Introduction to the history, mission, values, skills and knowledge base of generalist social work practice within a transcultural perspective. Focus on social work practice with emphasis on those populations at-risk who are disenfranchised and marginalized.
(3 units) Prerequisite/ Corequisite: SCWK 140.

SCWK 111 - *Generalist Practice I*

Knowledge, values and skills for generalist social work practice utilizing problem-solving methods with systems of all sizes. Focus on developing professional relationships, defining issues, communication skills, collecting data and assessing individuals from diverse backgrounds interacting with their environments. (3 units) Prerequisite: ScWk 110, Scwk 120, Scwk 130, Scwk 140. Corequisite: ScWk 141. Open to SW Majors only.

SCWK 112 - *Generalist Practice II*

Knowledge, values and skills for generalist social work practice with emphasis on families, groups, organizations, and communities. Focus on transactions to optimize social well-being and empowerment of individuals, families and communities utilizing strengths and transcultural perspectives. Prerequisite: ScWk 111 (Students must pass SCWK 111 with a C or better to move on to SCWK 112.) Corequisite: ScWk 142. Open to Social Work majors only

SCWK 120 - *Social Welfare Institutions and Policies I*

Development of social work as a profession, including mission, values, ethics. Development and changes in the philosophy, legislative base and structures for social services as these affect social and economic justice and impact health and well-being. (3 units) Prerequisite: Junior standing.

SCWK 121 - *Social Welfare Institutions and Policies II*

Methodology and frameworks for analyzing social policy and understanding institutional discrimination, particularly related to populations-at-risk and other disenfranchised groups. Political and organizational processes to influence policy development. (3 units. Prereq: SW 120)

SCWK 130 - *Human Behavior and the Social Environment I*

Theories and knowledge of bio-psycho-social development from birth to old age. The dynamics of interacting social systems and culture on human development. Theories and research on risk and resilience. Human diversity and populations-at-risk emphasized. (3 units. Prereq: Junior standing)

SCWK 131 - *Human Behavior and the Social Environment II*

Theories and knowledge about families, groups, organizations and communities from a systems perspective. The impact of discrimination, economic deprivation and oppression on populations-at-risk. Emphasis on the promotion of optimal health and well-being. (3 units. Prereq: SW 130 Recommended but not required)

SCWK 140 - *Introduction to Field Practicum*

Volunteer experience with a community service organization that will provide the student with exposure to clients/ client systems prior to Field Practicum I. Six to eight hours weekly in community based agencies and on-campus seminars. (3 units) Prerequisite or Corequisite: SCWK 110 or consent of Advisor

SCWK 141 - *Field Practicum I*

Generalist Social Work Practice with individuals, families, and communities from a transcultural perspective in an agency under supervision. Sixteen hours per week required in placement. (4 units. CR/NC grading. Prereq: SW 110, 120, 130, & 140; Corequisite: SW 111)

SCWK 142 - *Field Practicum II*

Generalist Social Work Practice in an agency setting continued. Emphasis on individuals, small groups and communities from a transcultural perspective. Sixteen hours per week required in placement. (4 units.) C/NC Prerequisite: SW 111, 141; Corequisite: SW 112

SCWK 165 - *Community Field Practicum*

Assignment to various community projects, programs, or agencies with emphasis on children and youth to focus on group development and empowerment. Data collection, problem identification, and community analysis to identify resources for problem resolution. (1-4 units)

SCWK 170 - *Introduction to Research Methods*

Scientific and analytic approaches to building knowledge for social work practice, including ethical issues in social work research. Evaluation of service delivery systems using qualitative and quantitative research methodologies. (3 units)

Prerequisite: ScWk 110, ScWk 120, ScWk 130.

Pre/Corequisite: Stat 95.

SCWK 175 - *Social Work Senior Seminar*

An integrative capstone seminar reviewing current trends, problems and issues confronting the profession. Developments and challenges in California and in the country for BA level generalist practitioners evaluated in light of the student's own personal and professional goals.

(3 units.). Prerequisite/ Corequisite: SCWK 175 is open to Social Work majors only; must be taken concurrently with SCWK 112 and SCWK 142; or taken in the semester immediately following completion of SCWK 142, and all other social work courses must have been completed. Open to Social Work majors only.

SCWK 180 - *Individual Studies*

Individual work on special topics by arrangement with a faculty member. Social Work majors only. (CR/NC grading. Repeatable for credit. 1-4 units.)

SCWK 107 - *Aging and Society*

(Course Description) See Gero 107

SCWK 192 - *Social Work with Families*

Exploration of various family forms, cultural factors, and dynamics influencing family interaction with agencies and community. Practice strategies include assessment, defining strengths, and focusing on interventions to promote health and well-being. (3 units. An elective)

SCWK 195 - *Social Service for Children and Youth*

Policies, programs, and methods utilized in providing services to children and their families. Child and youth behavior analyzed in relation to interaction with family, peers, schools, community and other institutions. Impact of service structures on individuals from diverse backgrounds considered. (3 units. An elective.)

SCWK 197 - *Alcohol, Substance Abuse and the Family*

An overview of alcohol and substance use and abuse. Effects on client systems, particularly families and children. Identification of symptoms and addictive behaviors, strengths and limitations of

interventions, with a special focus on oppressed and marginalized populations. (3 units. An elective.)

Academic Policies and Procedures

University Academic Policies and Procedures

University policies and procedures regarding academic standards, probation, disqualification, application for graduation, student discipline, services for students, and the disability resource center are listed in the **Schedule of Classes** printed each semester and in the 2002-2004 San José State University Catalog. Students should refer to those documents for detailed information in each area of concern.

1. University Academic Standards, Student's Rights, Discipline and Services

Students should refer to the University catalog and other publications for a description and explanation of academic standards, including:

Academic Standards	
Academic Renewal	Grading System
Audits	Incompletes
Credit/No Credit Grades	Repeating Courses
Definition of Academic Probation	Satisfactory Progress (SP)
Definition of Disqualification from the University	Unauthorized Withdrawals (U)
Disregard of previous Semester's Work	Withdrawal (W)

2. Student Discipline

Questions should be directed to the Vice President for Student Affairs, Administration Building 242, or call 924-5900.

California Code of Regulations, under Title 5, Education Code.
Student Disciplinary Process
Standards of Conduct

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations. For more information on the Discipline Policy of SJSU, please refer to page 470 of the 2006-2008 University catalog at the following link:

<http://info.sjsu.edu/cgi-bin/pdfserv?ftok=catalog>

3. Rights as a Student

Students have the right to expect an open learning environment and the following rights are protected:

- a. The privacy of students concerning their records maintained by the campus;
- b. Freedom from sexual harassment;

- c. Freedom from sex discrimination, or of discrimination based on race, religious affiliation, nationality, ethnic, disability, sexual orientation or preference; and
- d. A drug-free school - prohibition of illicit drugs and alcohol.

Students in the BASW program enjoy all the rights, privileges and responsibilities of all students at San José State University. Students are informed about student rights and responsibilities in the San José State University 2006-2008 Catalog (pp. 465-466), which is available online through <http://info.sjsu.edu/cgi-bin/pdfserv?ftok=catalog>. Students are expected to abide by the NASW Code of Ethics. At orientation, students receive a BASW Bulletin which contains key information about the BASW Program. Students are also informed of the availability of the BASW Handbook on the school website which contains all policies related to student development.

The Student Fairness Committee hears complaints of violations of student rights in instructional and curricular matters, including grade appeals and, when appropriate, makes recommendations for redress. The committee also hears and pursues appropriate resolution of non-instructional student grievances concerning individual members of the faculty, administration or staff. Non-academic concerns or issues may be referred to the Student Fairness Committee, University Ombudsperson, Administration Building, room 242, 408-924-5900. Please refer to page 466 of the 2006-2008 University catalog for more information.

4. Services for Students

- **Counseling Services**
Administration, Room 201
408-924-5910
<http://sa.sjsu.edu/counseling/index.html>
Email: cs0035@email.sjsu.edu
- **Career Center**
Building F
24-6031
www.careercenter.sjsu.edu
- **Disability Resource Center**
Administration 110
408-924-6000 (voice)
408-924-5990 (TDD)
www.drc.sjsu.edu
- **Student Services Center**
Ninth & San Fernando
408-924-7500
www.sjsu.edu/academicservices

The Student Service Center provides a range of services; Academic advising, information and counseling on admissions and graduation. Please refer to their website above for more information.

- **Re-Entry and Community Help Program (REACH)**

Administration, Room 201

408-924-5910

<http://sa.sjsu.edu/sll/programs/reach/index.html>

REACH offers peer advising and help for students returning to the university after a break in attendance and provides them opportunities to connect with each other. Please refer to their website above for more information.

- **Learning Assistance Resource Center (LARC)**

Student Service Center

924-2587

<http://www.sjsu.edu/larc/>

A Social Work resource table has been established there for students. And, ASPIRE provides qualified tutors in diverse subject areas, peer advising, workshops for improving study skills, and assistance in using the resources of the University (Call 924-2540 for further information).

For contact information on other student related programs and resources, please see the directory on pages 9-17 of the 2006-2008 University catalog.

Student Advisement in the BASW Program

Each department in the University is responsible for providing academic advisement to students. In the BASW program, students are assigned by their last name to their faculty advisor. The responsibilities of these faculty advisers include assisting a student in meeting general education requirements, development and formulation of his/her academic program, assisting student's enrollment in classes, coordinating with the Field Coordinator(s) in relation to student's field placement, career advisement and assistance in dropping and/or adding courses. The advisor is responsible for authorizing the student's program of study listed in the major form submitted to the Admissions and Records Office for graduation.

In addition to academic advisement an advisor may respond to student's questions or concerns about program requirements, future educational or career plans, employment, financial assistance, housing, difficulties experienced in classes, learning how to negotiate the University bureaucracy, assistance in seeking and utilizing tutoring or mentoring services, etc.

University Grading Policy

General Statement. The School of Social Work adheres to the University grading policy as stated in the University catalog. Under these policies, individual schools and departments may establish more rigorous requirements than the University at large. The requirements of the Social Work programs are in full compliance with University policy and standards and, in addition, they include evaluation for professional social work education and practice.

Purpose of Grades. Grades are a record of academic performance. They express the level of the student's performance relative to the requirements of each individual course and collectively express the overall level of the student's progress in meeting degree requirements. They constitute a basis for advisement and determining the student's status in the Social Work Program.

Students in the Social Work programs are expected to display high academic competence and personal behavior consonant with professional values and ethics. Grades are one essential way of identifying those who are likely to meet professional standards of practice.

Meaning of Grades. It is the policy of the college that a grade entered on a student's official record shall have only one meaning. It is a measurement of the level of the student's performance relative to course requirements.

There are many aspects of performance that grades do not measure, such as effort, personal or professional growth, sincerity and motivation. Similarly, the grade does not reflect the conditions of learning, such as class size, quality of instruction and distracting circumstances. The grade assesses the actual performance regardless of special advantages or disadvantages. A consequence can be that some students with limited preparation or aptitude may work very hard and show great progress without meeting requirements, and therefore, receive unsatisfactory grades. Others may show less progress but still meet the requirements. Instructors should keep students informed of their progress, but teachers are expected to assign grades only on the basis of how well students meet or exceed course standards.

Grading System. The grading policy of the University provides that a letter grade (A, B, C, D, or F) shall be the basic grading system at the University and shall apply to all course work acceptable toward a degree program except for those courses in which it is mandatory or permissible that Credit/No Credit grades be used. Letter grades reflect the following performance levels:

A+, A, A-	Excellent
B+, B, B-	Above average
C+, C, C-	Average
D+, D, D-	Below Average
F	Failure

Mandatory Credit/No Credit Grades (CR/NC). Credit/No Credit grades are mandatory for special studies (ScWk 180) and for field practicum courses (ScWk 140, 141, 142, 165). As recommended by departments and approved by the College Dean, other courses may incorporate a Credit/No Credit grading pattern.

Academic Disqualification: While students may maintain a grade point average of 2.0 or better in their overall academic work at SJSU, their academic performance in their majors may fall below the minimum standards for those majors. In these cases, while students may remain in overall good standing in the University, they may be subject to disqualification from their major. Each college, school, department, and/or program may employ a policy of disqualifying students from the major. Students who fail to maintain a cumulative GPA of 2.0 in their Social Work courses (irrespective of their overall cumulative GPA in the university) are academically disqualified from the BASW program (see University Policy F96-11 in Appendices).

Probation. Students placed on probation or disqualified from the University should refer to the San José State University Catalog and Schedule of Classes for specific definitions and policies relative to academic standing.

University English Competency Policy

Students admitted after September 1, 1987 must comply with the English Competency policy adopted by the Academic Senate of the University. The policy states: "...all students entering California State Universities after implementation of the proficiency/diagnostic examination shall be required to demonstrate their competency with regard to writing skills as a requirement for graduation."

Passage of the Writing Skills Test (WST), along with upper division standing, is required for enrollment in all Advanced General Education classes, including Writing Workshop (100W) classes. The WST requirement cannot be waived by instructors. Student who fail the WST once should repeat the exam. Those who fail the WST twice must enroll in LLD 98 and/or LLD 99 and pass the LLD 98/99 final before being allowed to proceed into Advanced GE classes.

Social Work majors who pass the WST may enroll in the following approved 100W classes: AFAM100W; ANTH100W; CHAD1002; COMM100W; ENGL 100W; PSYC100W; SOCI100W; SOCS100W; SCWK100W.

Academic Dishonesty and Sanctions

Academic dishonesty may take the form of plagiarism or cheating. Plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means.

When a faculty member believes there is evidence of academic dishonesty on the part of the student, s/he may arrange an office conference with the student to inform the student of the allegations, of supporting evidence, and the probable consequences. If the instructor believes the student's response is insufficient to offset the charge of academic dishonesty s/he may institute academic sanctions which could be an oral reprimand, failure in an examination, a reduced course grade, failure of the course, and/or other actions decided by the faculty member and the BASW Program Coordinator. A faculty member may choose to refer a student to the Vice President of Student Affairs Office for disciplinary action in lieu of any academic sanction or in addition to the academic action the faculty member has taken. Administrative sanctions may warrant expulsion, suspension, probation or a lesser sanction, and such action is the responsibility of the Chief Judicial Affairs Officer in the Vice President for Student Affairs Office. A description of SJSU's policy on

academic dishonesty can be found in the SJSU catalog and at:
http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf

Application for Graduation

Students seeking to graduate must become aware of the application deadline for the semester they plan to graduate. The process includes an application for graduation form and a major/minor form (see appendix) signed by the faculty adviser in the School authorizing the student's program of study to receive the bachelor's degree. Applications for graduation forms are available in the Student Resource Center. The completed form, with \$25.00 fee paid at Cashiering services and accompanied by a completed Major/Minor form must be turned in to the Student Resource Center. Applications should be filed early in the semester before graduation to permit Admissions and Records time to review and evaluate the student's record and to clear the student for graduation. If a student is unable to meet the completion of course work as listed in the Major/Minor form or if the date of graduation is to be delayed, a Change of Graduation form must be submitted to the Student Resource Center after a \$10.00 fee is paid at the cashier's office. The student's advisor must approve any course substitution listed on the initial submission for graduation.

Sexual Harassment:

Students are entitled to protection by the University as detailed in the August 16, 1991 memorandum subject **PD91-08** Implementation of **EO345**, in accordance with the procedures of the placement agency while they are in field practice placements. All agencies that are approved by the Field Education Program must agree to comply with **EO345** and **PD91-08**.

When a student discloses to any faculty member a situation that s/he perceives to be an "intimidating, hostile, offensive, or otherwise adverse learning environment or adversely affecting any student..." the faculty will assure the student of support and will immediately notify the Office for Equity and Diversity (OED), the Dean, and the Social Work Program Director. Only the Director of the Office for Equity & Diversity has been authorized to investigate complaint of sexual harassment (**PD91-08**).

The integrity, confidentiality, and all other rights of the student are to be safeguarded. If appropriate, the student will be encouraged and assisted in reporting the situation to the OED. Please refer to the current SJSU Catalog or the web page at:

<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-2326.html>

Disability Rights/Policy:

It is the purpose of Presidential Directive 90/04 to comply with all Federal and State legislation and CSU policies regarding the provision of services to students with disabilities. The University views the provision of accommodation for disabled students as a cooperative effort, involving faculty, staff, and students. Please consult with the Disability Resource Center (DRC), and the SJSU Catalog or the web page at:

<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-2320.html>

Students Rights to Privacy and Limits of Confidentiality

The Federal Privacy Act of 1984 protects the privacy rights of parents and students by not allowing educational institutions to disclose orally or in writing “personally identifying information from the education records of a student” without written consent of the parent or the eligible students. Information may be shared without prior students’ permission, however, if it is disclosed “to other school officials, including teachers, within the educational institution or local educational agency who have been determined by the agency or institution to have legitimate educational interests.” In the School of Social Work, field instructors have the right of access to student information contained in student files and field work applications as agency based field instructors have a “legitimate educational interest” as part of the Field Education Program.

The Federal Family Educational Rights and Privacy Act of 1974 protects the privacy rights of parents and students by not allowing educational institutions to disclose orally or in writing “personally identifying information from the education records of a student” without written consent of the parent or the eligible students. Information may be shared without prior permission of students, however, if it is disclosed “to other school officials, including teachers, within the educational institution or local educational agency who have been determined by the agency or institution to have legitimate educational interests.” In the Social Work Programs, Field Instructors have the right of access to student information contained in admissions files and field education files due to their “legitimate educational interest” as part of the Field Education Program.

Field placement settings, such as public schools or child welfare agencies, may require a criminal identificant and investigation (CII) check of any student intern. Such a check and clearance is required of students who are applicants for the Pupil Personnel Services Credential. Please refer to the SJSU Catalog or the web page at: <http://info.sjsu.edu/static/soc-fall/ferpa.html>

Student Evaluation of Courses

Evaluation of services and of teaching is valued in the profession of social work. Both the University Administration and the Dean of the College of Applied Sciences and Arts require student evaluations of instruction. A formal, standardized evaluation is scheduled each semester in, at least, one course for each instructor; standardized evaluations are available from the University Testing Office. These evaluations also include written comments from students to guide the faculty in improving instruction.

Non-Discrimination Policy and Equal Opportunity

San José State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disable veteran or Vietnam Veterans status. This policy applies to all SJSU students, faculty and staff programs and activities. Questions regarding this policy should be directed to the Director of the Office of Equal Opportunity, Administration Building, Room #112 or at (408) 924-1115.

Students Rights and Responsibilities

Students in the BASW program enjoy all the rights, privileges and responsibilities of all students at San José State University. Students are informed about student rights and responsibilities in the San José State University 2006-2008 Catalog (pp. 465-466), which is available online through <http://info.sjsu.edu/cgi-bin/pdfserv?ftok=catalog>. Students are expected to abide

by the NASW Code of Ethics. At orientation, students receive a BASW Bulletin which contains key information about the BASW Program. Students are also informed of the availability of the BASW Handbook on the school website which contains all policies related to student development.

The BASW Program, in the School of Social Work abides by all other University policies and procedures which affect students matriculating at San José State University. Information is available to students in the University catalogue and in each semester's Schedule of Classes, e.g., student discipline, standards of conduct, dishonesty, alcohol and drug abuse, student grievance procedures, and immunization/health screenings, etc.

Professional Performance Policies and Additional Academic Policies

The following contains information about professional performance policies and additional academic policies:

- 1. Standards of Written Work:** In order to set and maintain appropriate standards of written work throughout the curriculum, the Faculty has adopted the following policies in grading/evaluation.

Social Work is an applied discipline wherein students are expected to think and analyze conceptually, critically and practically. Clear thinking expressed orally and in writing is expected of a generalist social work practitioner. Coursework (reading, preparation, papers, presentations) is expected to be carried out in a professional manner. The course grade is determined by the ability to use syntax properly, express ideas clearly, punctuate, spell, and (where appropriate) employ symbolic and non-verbal modes of communication. Work must be critical and analytical rather than description and concrete. The evaluation criteria for written work in the BASW program encompass five areas: critical thinking, conceptual ability, communication, research, and application. These expectations are stated and included in the green sheets for all courses.

Students are responsible for obtaining a copy of the APA (American Psychological Association Manual) and using APA format in all written work. This format has been adopted by the Social Work faculty as the standard for professional writing in the program. Papers must be typed (computer or typed), properly documented with appropriate citation of materials.

Students needed additional assistance to improve their writing ability may contact The Learning Assistance Resource Center (LARC) at the Student Services Center at 9th & San Fernando. Drop-in and scheduled tutoring assistance are available.

Learning Assistance Resource Center (LARC)

Student Services Center

408.924.2587

www.sjsu.edu/larc

- 2 Academic Dishonesty and Sanctions:** Academic dishonesty may take the form of plagiarism or cheating. Plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and

submitting it to fulfill academic requirements. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means. Policies and sanctions for situations of academic dishonesty are described in this handbook and in the current University Catalog.

- 3. Evaluation of Fitness for the Profession:** The BASW degree is not awarded solely on the basis of credits earned, but requires evidence of competence not only in academic performance but in meeting the BASW Program standards of fitness for the profession. The Social Work program has adopted the following criteria as necessary (but not altogether inclusive) basis for assessing fitness for the profession. These characteristics are used to evaluate students' performance and attitudes, in class and field, while in the BASW program.

Students may be terminated from the BASW Program for violations of the Code of Professional Ethics. The School of Social Work has adopted the following criteria for assessing fitness for the profession:

1. Ability to maintain professional rapport and relationships with clients, colleagues, and classmates.
2. Ability to maintain professional ethics by adhering to the NASW Code of Ethics; ability to demonstrate integrity in relation to:
 - a) ethical practice
 - b) confidentiality
 - c) respect
 - d) honesty of communication
 - e) documenting time
 - f) following through on obligations and contracts
3. Ability to communicate clearly, purposefully, and appropriately.
4. Ability to differentiate between personal and professional attitudes, values, and beliefs.
5. Ability to evaluate, modify, and explain practice decisions.
6. Ability to take direction and assume responsibility for one's own learning.
7. Ability and willingness to evaluate own professional goals, strengths, and limitations
8. Ability to apply concepts, information, and skills appropriately for use in effective problem-solving, intervention, and other social work practice.
9. Ability and willingness to take appropriate risks in order to learn and grow professionally.
10. Ability to assess one's own impact on others.
11. Ability to demonstrate respect for diverse cultures and lifestyles
12. Ability to take responsibility for decisions
13. Ability to hear and consider viewpoints different from one's own.

Whenever a faculty member judges that a student is deficient in one or more of these areas, the deficiency will be discussed with the student and a record will be kept of that discussion. In the event that a student is to be terminated from the BASW Program for failure to meet fitness for the profession criteria, the BASW coordinator will convene the Academic and Professional Standards Committee of the School of Social Work as

necessary to ensure that the student's conduct has been evaluated in accordance with the criteria.

BASW Grading Policy

1. **Attendance:** Faculty and students are expected to attend classes, including practicum, regularly on the days and at the time scheduled. A basic value in social work education is the learning one receives from the wealth of experiences provided by faculty, peers and colleagues. Class participation enriches the learning environment and students are partially graded by their participation.

Faculty is expected to notify the Director's Office whenever circumstances prevent a faculty member from teaching a scheduled class.

Students are expected to notify instructors by leaving messages for them whenever circumstances prevent them from attending a scheduled class. If the scheduled class is the practicum, the field instructor should be notified. Such notification is an expected professional responsibility and courtesy.

2. **Notification of Academic or Professional Concern:** In order to assist students who may be having academic difficulties, an instructor concerned about a student's performance may present the student these concerns in writing on a ***Notification of Academic or Professional Concern*** form.

Student advisers will take immediate appropriate actions with their advisees for whom they have received "Notification of Academic Concern" forms. Receipt of a "Notification of Academic Concern" form is not a notice of probation. It is simply a notification to alert the student that his/her performance is not at an acceptable level and that corrective action is needed. Student should seek clarity from the instructor about what can be done to better meet the expectations in the class and formulate a plan, acceptable to the instructor, to improve.

3. **Incomplete Grades:** "I" (Incomplete). An incomplete signifies that a portion of required course work has been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. The student must not re-enroll in the course. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

The grade of "Incomplete" may be assigned only if the student, for justifiable reasons (circumstances beyond his/her control), is not able to complete the course by the end of the semester, but has satisfactorily completed 75% of the course and is receiving a passing grade (i.e., can be expected to finish without re-enrolling in it).

Students must complete all remaining work for the course prior to the start of the next semester, and the instructor should clear the incomplete grade no later than the end of the first week of the following semester in order for the student to remain enrolled in the program. A first year student must clear all incomplete grades before being eligible to register for the second year of their program. An incomplete grade not cleared within one year automatically becomes an "F".

Instructors who grant a grade of Incomplete must complete the Incomplete Form in its entirety and submit a copy of the form to the Program Administrative Assistant by the date grades are due. One copy of the form must be provided to the student. It is at the faculty member's discretion to grant or deny any request for a grade of Incomplete and to set the time when the work is to be completed, if less than one year.

An Incomplete grade does not receive units of credit, nor does it affect grade point average. The grade of "Incomplete" (I) may be assigned only if the student, for reasons beyond his/her control, is not able to complete the course by the end of the term, but has satisfactorily completed three-fourths of the course and can be expected to finish without re-enrolling in it. Exceptions are made for those students who enter placement late in the semester due to the Program's pre-placement delays. Also, students who have been granted an extended practicum option receive the grade of Incomplete only if the following requisites are completed before the next practicum course begins:

1. Written approval from Director of Field Education;
2. Written approval from Faculty Field Liaison;
3. Written approval from Field Instructor as reflected in the Learning Agreement or Addendum with beginning and ending dates; and
4. BASW Program and Agency pre-dated agreement to provide an extended practicum.

The consequences of not finishing the work required to clear the Incomplete before the following semester begins, results in a No Credit (NC) posted by the instructor of record, i.e., the Faculty Field Liaison.

4. Probation Status for Undergraduate Students: An undergraduate student is placed on academic probation if the SJSU cumulative grade point average falls below a "C" average (2.0). The process to be followed is governed by F96-11. For more information, please see the School of Social Work website.

Students in probationary status in the previous semester may find that they are prohibited from enrolling in next semester's classes until they contact an advisor, discusses the issues leading to probationary status and provide a plan on how the deficiencies will be made up. The advisor may then clear the student for registration and remove the Advising Hold on the student's record.

- 5. No Credit in Practicum:** A grade of "No Credit" in the social practicum courses disqualifies a student from further study in the social work program. See the Field Manual for policies governing the Field Practicum.
- 6. Termination from the Social Work Program:** Social Work is a profession requiring students to meet professional standards and behavior governed by the professional Code of Ethics. The Social Work program implements the professional Code of Ethics through field practicum and application of the 'fitness for the profession' criteria. While termination from the social work major is not termination from the University, a student shall be terminated from the social work program (major) under the following circumstances:
 - a. Failure to carry out the plan developed during a probationary semester;

- b. A grade of No Credit in the Field practicum (SCWK140,141,142); or
- c. Failure to meet fitness for the profession criteria.

7. Disqualification and Reinstatement of Disqualified Students: Undergraduate student are disqualified from the University when, after being on probation, they drop a specified number of grade points below a “C” average. (See the Schedule of Classes and the University Catalog for further information.)

Students who are disqualified may not register as regular students although they may attend Open University through the Continuing Education Office. Students disqualified by the University who wish to pursue reinstatement must take the following steps:

- a. Submit a written application to the Undergraduate Program Director for permission to pursue reinstatement into the program and, if approved, assign a faculty advisor;
- b. A faculty advisor assist the student develop an approved program of study which satisfies University Requirements, usually six (6) to (9) units of graded coursework in which they must receive a “B” grade or better in each class;
- c. Pursue the plan approved by the Faculty Advisor; and
- d. After successful completion of the approved program of study, the student must petition the University’s Admissions and Standards Committee for reinstatement.

8. Grade Appeal Procedures: Students have the right to appeal grades which they believe have been awarded unfairly, arbitrarily, or capriciously. In general, the student is asked to discuss the contested grade with the instructor first. If the student wishes, the issue can then be brought to the attention of the BASW Program Coordinator, the Director of the School of Social Work, and the University Ombudsman in accordance with the university policies. The formal grade appeal process must be initiated within four weeks of the award of the grade. The initiation in good faith of an appeal should cast no reflection on the standing of either the student or the faculty member involved. For more information see: **S97-8 Student Fairness Committee; Grades and Grade Appeals; Student Grievances; Student Rights at the following website:**

<http://www.sjsu.edu/senate/s97-8.htm>

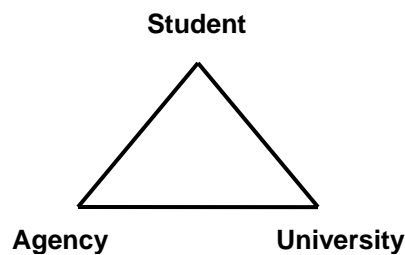
9. Student Grievance: In cases involving alleged denial of a student's rights by a professor, the student should first make every effort to resolve the matter with the professor involved. If this fails, the student should seek resolution with the respective program coordinator, the SSW Director, and then with the dean of the school concerned. If the student has a non-course related complaint against any office of the university, the student should first attempt to resolve the problem with that office. If the student believes that the problem has not been resolved at these levels, the student should submit the complaint to the University Ombudsman who shall refer the case to the appropriate committee per university policies governing the Academic Fairness Committee and Student Grievance Committee. (From Student Rights and Responsibilities)

Students or applicants for admission can file a complaint with the SJSU Office for Equity & Diversity in related to any acts by an SJSU employee, student, or organization, or any on-campus incident that is believed to be discriminatory on the basis or race, color, national origin, disability, sex (including sexual harassment), age (over 40), sexual preference, religion, or marital status. (From the San Jose State University Discrimination Complaint Procedure for Students and Applicants for Admission)

Field Education in the BASW Curriculum

Educational Partnership: University, Agency, and Student

Training future social workers is a three-way partnership between the University, the community agency, and the student. Because the practicum is the experience that integrates the theoretical knowledge with "doing", it is important that students are provided two social work mentors, one from the University known as the Faculty Field Liaison, and the other from the community agency known as the Field Instructor. Working relationships are maintained through agency visits, telephone contacts, and written communication. The goal of the partnership is to help students achieve the learning goals identified for the practicum (see Practicum Educational Goals) and the Student Outcomes that are consistent with those promoted by the Council on Social Work Education (see Curriculum Policy Statement). Students are encouraged to be active learners and seek guidance from their mentors.



In order to ensure consistency across structured social work learning opportunities and to coordinate the administration and evaluation of the BASW field program, the College has designated a Coordinator of Undergraduate Field Education. The Coordinator is an MSW from an accredited school of social work. S/he is responsible for the overall management of the BASW field program including, but not limited to, the following: makes initial arrangements and plans with the agency for placement openings; orients agency Field Instructors; orients students to the field experience, provides all field materials to students and agency Field Instructors; assigns students to placement settings; assigns Faculty Field Liaisons; arranges field-based seminars for students and/or Field Instructors; develops policies and procedures to guide the field practicum sequence in an educationally sound manner; maintains agency information files; and prepares field program evaluation documents.

The BASW Program maintains close reciprocal and on-going relationships with the social work community as part of the process of continuous evaluations of the field practicum curriculum. A combined BASW and MSW Program Field Education Advisory Council is made up of interested Field Instructors. It meets yearly to review field materials and related curriculum. This Advisory Council offers important insights and suggestions and participates in the ongoing review of both field programs.

Responsibility of the BASW Program

1. To Field Work Agencies and Field Instructors:

- a. Designate a faculty member known as the Faculty Field Liaison, to act as a liaison between and among the BASW Program, the student, the Field Instructor and the agency;
- b. Plan orientations and meetings for Field Instructors to enhance the field education program. Invite participation of Field Instructors in on-going development of field education through the Field Advisory Council;
- c. Provide seminars on topics of interest to Field Instructors and maintain communication with agency Field Instructors regarding the BASW curriculum and its ongoing development;
- d. Provide support and assistance to the Field Instructor(s) to enhance the provision of an educationally focused field work placement;
- e. Take responsibility for establishing regularly scheduled meetings with the Faculty Field Liaison, Field Instructor and students;
- f. Decide matters of passing or failing grades, and eligibility for graduation;
- g. Decide on placement assignment, termination and/or transfer; and
- h. Maintain records of student's performance.

2. To students:

- a. Assess student learning needs and match with best available agency and Field Instructor to meet those needs;
- b. Prepare students for field placement through planned orientation programs;
- c. Provide a Faculty Field Liaison who will confer regularly with the student and Field Instructor to guide the educational process, and who will be a resource in solving any problems related to field work; and
- d. Ensure students are aware of the evaluation criteria used in the practicum and that each has access to the content of all evaluations made of him/her.

Responsibility of the Faculty Field Liaison

1. Is an MSW from an accredited program of social work;
2. Is the University's Instructor of Record and has ultimate responsibility for assigning passing or failing grades;

3. Insures that satisfactory progress in field work is being made by the student, and provides consultation or other assistance as necessary;
4. Maintains regular communication between the BASW Program and the agency serving as ambassador and/or ombudsman;
5. Participates in in-person, mid-semester conferences with the student and Field Instructor to discuss student progress and performance evaluations;
6. Participates in all student and Field Instructor orientations, field based seminars and other field meetings; and
7. Provides information to the Coordinator of Undergraduate Field Education concerning student(s) progress, changes occurring in field placement sites, and programmatic evaluations.

Responsibility of the Agency

1. Identify a Field Instructor who is an MSW or BASW with two years experience from an accredited school of social work, and grant the necessary time to supervise and instruct the student(s);
2. Plan with the Coordinator of Undergraduate Field Education a range of field experiences suitable to the student's needs;
3. Provide students with adequate work space, materials and transportation cost for agency work;
4. Provide new learning experiences and instruction through joint conferences and appropriate field work assignments; and
5. Provide the opportunity for students to work with minority clients in support of the mission of the BASW Program;

Responsibility of the Agency Field Instructor

1. Is an MSW, or BASW with two years experience from an accredited school of social work;
2. Negotiate an educational Practicum Learning Contract with each student for review and approval by the Faculty Field Liaison;
3. Orient the student(s) to the agency (See Appendix: Student Orientation to the Agency);
4. Schedule weekly supervisory sessions with each student for a minimum of one hour to review work progress and to guide the student's learning as a social worker;

5. Select cases and design other learning experiences that are appropriate for the student's level of skill, ability and maturity. Assist the student in integrating social work theory with practice;
6. Attend supervisory orientations and seminars arranged by the BASW Program;
7. Evaluate the student's performance and provide the BASW Program with written reports at mid-semester and at the end of each semester of field experience;
8. Consult with the Faculty Field Liaison regularly to share information and records concerning the student's progress; and
9. Prepare reports as may be required by the BASW Program.

Responsibility of the Student

1. Be an active learner by regularly seeking guidance from both the agency Field Instructor and the Faculty Field Liaison;
2. Meet weekly for a minimum of one hour of supervision with the agency Field Instructor;
3. Attend orientations, field based seminars, and other meetings arranged by the BASW Program;
4. Negotiate an educational Practicum Learning Contract with the Field Instructor and in consultation with the Faculty Field Liaison;
5. Maintain the work schedule agreed upon with the agency including responsibilities over the Winter Inter-Session;
6. Meet requirements specified by the agency;
7. Participate in his/her evaluation;
8. Participate in mid-semester conferences with the Faculty Field Liaison and Field Instructor to discuss performance evaluations;
9. Complete all oral and written practicum course work and agency assignments in a timely manner;
10. Accomplish the goals of the Practicum Learning Contract successfully;
11. Complete the minimum number of placement hours; and
12. Practice within the NASW Code of Ethics.

The Baccalaureate Field Practicum

Purpose

The purpose of the baccalaureate practicum is to engage the students in supervised social work practice in order to apply and integrate foundation knowledge, skills, values and ethics to practice. The Field Practicum provides practical, service oriented experiences in which students can apply abstract, generalized knowledge to concrete, specific situations. Learning emerges from involvement with individuals, families, small groups, organizations and community. The BASW degree prepares its graduates for entry-level human service professional positions. Bilingual ability is highly desired by agencies seeking to hire professionals to serve the diverse populations in California.

Format

Students must have completed the entry level courses, ScWk 110, 120, and 130, with a grade of C or better in order to be admitted to the field practicum. In addition, students must receive a grade of Credit in ScWk 140, Preprofessional Experience in order to enter the field education program. The Field Practicum (ScWk 141 and ScWk 142) occurs over two semesters in one community agency. During each semester, students are placed under the supervision of an approved agency employee who is their Field Instructor. The Field Instructor meets weekly with each student for a minimum of one hour of supervision to help the student integrate course material into his/her own practice. Students spend two days (16 hours) per week in the agency learning about and participating in the functions of that agency. A minimum of 480 hours (240 per semester) of agency direct practice experience is required. Experience with client groups from an ethnic group different from that of the student is expected. **If student performance is marginal, then more than the minimum number of hours may be required to develop competency in designated areas of social work practice.** The Field Practicum is taken concurrently with ScWk 111 during the Fall semester and ScWk 112 during the Spring semester.

Field Education Objectives

The following educational objectives support the philosophy and curriculum of the BASW Program. The focus of the program is on generalist practice from a transcultural perspective, utilizing a problem solving approach in work with individuals, families, and groups within organizations, and in the context of the broader communities in which they are embedded.

Upon completion of the field practicum, students, through written assignments and agency learning experiences will be able to:

1. Apply a transcultural generalist approach in professional relationships with systems of varying sizes (individuals, families, groups, organizations and communities);
2. Demonstrate knowledge and skill in using problem-solving approaches in initiating, implementing and terminating change efforts with systems of varying sizes;
3. Utilize the four basic systems of social work practice (client, worker, action and target) in facilitating the change process toward goal achievement;

4. Demonstrate the ability to understand and work successfully within an organizational setting and to work for constructive change within social work values and ethical principles;
5. Demonstrate the ability to communicate effectively both orally and in writing with persons from different racial, cultural, ethnic backgrounds, social class, age, gender, ideology or life style;
6. Demonstrate an awareness of personal self and professional self, to show sensitivity to the ways in which personal issues affect professional practice;
7. Demonstrate cultural competence in their generalist social work practice approach with diverse populations at-risk, women, gays, lesbians, and other disenfranchised, oppressed and marginalized groups; and
8. Demonstrate knowledge and skills necessary to promote economic and social justice and the ability to identify action needed, and when appropriate, to develop and implement activities toward change.

Specific learning opportunities will vary according to the purpose and structure of the agency in which field instruction takes place. It is expected that students will gain experience in the methods of practice which the agency can make available, which are consistent with the student's level of ability and learning needs, and which support the educational objectives of the BASW program. Broader exposure to social work practice will occur through collaborative efforts with other agencies and special seminars that may be designed as part of the experience.

Related Learning Activities

The selection of specific activities in which students will be involved is guided by the Field Instructor. This is accomplished in consultation with his/her agency administrator, peers, the BASW Coordinator of Field Education, the Faculty Field Liaison, and the students themselves. The BASW Program faculty recommends that students be assigned responsibilities as soon as possible in order to maximize their learning and to have a meaningful role in service delivery.

The following is a list of activities in which students may be involved in order to meet the field experience objectives. Activities are listed with the intention of providing students and Field Instructors with a basic framework from which to plan their work together. They are deliberately general in order to apply to all students and to all agencies regardless of their specific functions. The list is not meant to be all-inclusive, but, rather, a sampling upon which to expand.

- Reading materials related to the specialized function of the placement agency, and/or related services
- Reading case histories
- Visiting other agencies to interview appropriate staff for the purpose of developing resource and referral relationships
- Attending agency board meetings

- Observing interviews and/or group sessions conducted by other staff
- Conducting or co-conducting interviews in a variety of settings (homes, office, other agencies, workplaces, street) in order to: gather data about a problem; give information; ascertain attitudes, opinions, and feelings; recruit people to join groups or organizations; interest people into taking some action; secure support for a project; negotiate a contract; provide on-going support; help people explore alternatives for action or behavior patterns; or evaluate change efforts
- Organizing and leading or co-leading groups
- Participating on committees and assuming appropriate responsibilities, e.g., seeking and presenting information, preparing agendas, keeping minutes, making arrangements for meetings, chairing meetings
- Acting as a resource person for a citizen group (tenant association, block association, community group etc.)
- Accompanying clients to appointments (court hearings, clinics, school conferences, etc.) and acting as the client's advocate when necessary
- Organizing and participating in inter and intra-agency meetings or citizen meetings in order to plan strategy, select goals, or assign responsibility(s)
- Participating in training and supervising volunteers
- Writing letters
- Writing Process Recordings of interviews and group sessions
- Preparing case summaries for record keeping, referral to other agencies, consultations, or staff conferences
- Preparing reports for presentation at community meetings
- Giving oral reports
- Preparing training manuals
- Preparing materials for conferences with Field Instructors
- Attending meetings, legislative hearings related to broad social issues
- Assuming responsibility to analyze legislation, comprehensive plans, policy statements, and preparing issue oriented reports

Students Practicum Learning Contract

Because BASW Program faculty recognizes that each student and placement site has unique qualities, each student and his/her Field Instructor are asked to develop a written agreement or Practicum Learning Contract. This document encompasses the expectations of each in relation to teaching and learning objectives, assigned tasks, operating procedures, Winter Inter-session responsibilities, and issues around illness. Responsibility for negotiating and preparing the Practicum Learning Contract is shared between the Field Instructor and the student. The student is responsible for submitting it to his/her Faculty Field Liaison on the date indicated on the practicum calendar. This contract is used as a guideline by Field Instructors, students and the Faculty Field Liaison in planning field assignments and evaluating performance.

Fitness for the Profession Criteria

The BASW degree is not awarded solely on the basis of credits earned, but requires evidence of competence not only in academic performance but in meeting the BASW Program standards of fitness for the profession. The Social Work program has adopted the following criteria as necessary (but not altogether inclusive) basis for assessing fitness for the profession. These characteristics are used to evaluate students' performance and attitudes, in class and field, while in the BASW program.

Students may be terminated from the BASW Program for violations of the Code of Professional Ethics. The School of Social Work has adopted the following criteria for assessing fitness for the profession:

1. Ability to maintain professional rapport and relationships with clients, colleagues, and classmates.
2. Ability to maintain professional ethics by adhering to the NASW Code of Ethics; ability to demonstrate integrity in relation to:
 - a) ethical practice
 - b) confidentiality
 - c) respect
 - d) honesty of communication
 - e) documenting time
 - f) following through on obligations and contracts
3. Ability to communicate clearly, purposefully, and appropriately.
4. Ability to differentiate between personal and professional attitudes, values, and beliefs.
5. Ability to evaluate, modify, and explain practice decisions.
6. Ability to take direction and assume responsibility for one's own learning.
7. Ability and willingness to evaluate own professional goals, strengths, and limitations
8. Ability to apply concepts, information, and skills appropriately for use in effective problem-solving, intervention, and other social work practice.
9. Ability and willingness to take appropriate risks in order to learn and grow professionally.
10. Ability to assess one's own impact on others.
11. Ability to demonstrate respect for diverse cultures and lifestyles
12. Ability to take responsibility for decisions
13. Ability to hear and consider viewpoints different from one's own.

Whenever a faculty member judges that a student is deficient in one or more of these areas, the deficiency will be discussed with the student and a record will be kept of that discussion. In the event that a student is to be terminated from the BASW Program for failure to meet fitness for the profession criteria, the BASW coordinator will convene the Academic and Professional Standards Committee of the School of Social Work as necessary to ensure that the student's conduct has been evaluated in accordance with the criteria.

Agency Field Experience

1. First Semester:

All students are expected to spend two full semesters in one agency setting and to have the opportunity to: a) carry cases (individual or family) for a minimum of eight (8) weeks and b) participate in the formulation and ongoing experience with a group, particularly in the second semester. See the weekly outline of expectations that follows.

First Semester (Fall)

Week	Field Practicum Expectations: ScWk 141
1	Student reports to agency: assigned work space; orientation to agency purposes and procedures; meet staff; attend meetings and first field instructor and student supervisory conference.
2	Student begins role as participant observer in agency: includes sharing of assignments with agency staff, field visits, studying case records, and observing agency procedures.
3	Student is assigned cases: supervisory emphasis on interviewing, recording skills, developing trust, the beginning relationships (ongoing). Student is learning about the role of the agency in the community, and developing skills in observation and data gathering (ongoing); about community resources (ongoing field visits); and about agency activities and procedures through personal involvement, e.g. who refers, how clients are assigned, clients rights and limits of agency services (ongoing).
4	Student is now involved in direct services; e.g. provision of tangible aid, referral, support, information, and coordination. Discussion of student's learning experiences in supervisory conferences.
5	Discussion of recording observations; assessment of problems of the client system(s).

6	Field instructor <u>will have completed educational assessment</u> of the student's abilities by the end of the sixth week. A learning contract will be developed with the student regarding his/her responsibilities and learning assignments. Students will be expected to be familiar with their agency; its goals, procedures and roles in the community; and their role as students in the agency (assignments and responsibilities) and other resources available in the community which they will be serving.
7	Beginning discussion of a group project to be implemented in the 2 nd semester.
8	Assignment of cases continues, enabling the student to deal with four cases dealing with information and referral and 4-6 ongoing cases.
9-12	Discussion of clients' reactions to student interventions and assessment of the helping relationship (ongoing).
13-15	Discussion of ongoing cases, evaluation of change effort. Students involved in the end of semester evaluation. All end of semester evaluations due to the Faculty Field Liaison for a grade to be recorded.

2. Second Semester:

In the second semester of agency field work, the student is expected to undertake greater responsibility and more independent activity. Wherever possible, exposure to group processes and experiencing or leading a group is encouraged. Coursework may be focused on the agency setting and the student's interest. Students are encouraged to consider electives which may enrich and compliment their field experience. ScWk 192, Social Work with Families, ScWk 195, Services to Children and Youth, or ScWk 197, Alcoholism, Substance Abuse and the Family.

Second Semester (Spring)

Week	Field Practicum Expectations: ScWk 142
1	Structure of agency, student's role, Mutual responsibilities and expectations. Resumption of cases. Planning for groups.
2	Assignment of cases with greater responsibility. Planning for group experiences continues.
3	Discussion of cases, attendance at staff meetings or other possible involvement as feasible; i.e. working on one of agency's committees. Planning groups continues.
4	Discussion of cases, case recording and developing case plans. Implementation of on-going groups.

5	Discussion of interview method progress with client systems.
6-10	Discussion of client systems, student's groups.
11	Discussion of several of the student's learning experiences; begin termination planning with client system(s)
12	Discussion of termination effects on client systems – transfer/closing summaries.
13	Discussion of client system reactions to termination or transfer; sharing evaluations; feedback on student's progress.
14	Evaluation shared with student, student concludes responsibilities at agency.
15	All evaluations due to Faculty Field Liaison. Practicum ends. Graduation for most students.

Evaluations

Evaluations are conducted as a continuous process and are part of regular on-going supervision. Evaluations are tools to measure professional competence. They involve the Field Instructor and individual students as both teacher and learners, respectively. Discussion of strengths and weaknesses, potentialities, etc., should not come as a surprise when formal evaluation sessions are held. Evaluation is a "shared" process. It is time to take stock and give the student feedback about his/her professional development. Students should sign the evaluation indicating that they have reviewed it. If a student does not agree with its content, he/she has the opportunity to append a response along with his/her signature.

1. Purposes for Evaluation

- a. Provide the student with assessment of progress toward the goals of acquiring knowledge, skills, and attitudes for professional practice;
- b. Give the student guidance, encouragement, and motivation to contribute to his/her own professional growth;
- c. Provide the BASW Program, through the Faculty Field Liaison, a written record of the student's field performance to justify the granting of grades and credit;
- d. Provide a basis for the BASW Program to plan succeeding field placements with the agency or for advising students and employees regarding employment positions upon graduation;

2. Evaluation Tools

- a. The Practicum Learning Contract;
- b. Monthly Field Reports, completed by students;

- c. A Process Recording each semester;
- d. Mid-Semester and Semester End Evaluations;
- e. Semester Papers
 - Fall: Agency Evaluation by Student
 - Spring: Integrative Paper
- f. Weekly individual supervision for a minimum of one hour;
- g. Group Supervision, when available;
- h. Agency visits by Faculty Field Liaison each semester; and
- i. Criteria of Fitness for the Profession.

Grading

For the field practicum grading is granted as Credit/No Credit. There are no letter grades for the field experience. Ultimate responsibility for grading rests with the Faculty Field Liaison, who is the University's official instructor of record. Grade determination is made on the basis of: the Practicum Learning Contract, timely submission of Monthly Field Reports by students; Process Recordings submitted each semester; Mid-Semester and Semester End Student Evaluations; semester paper; weekly individual and group supervision with the agency Field instructor; consultations between the Field Instructor, the student, the Faculty Field Liaison, and/or the Coordinator of Undergraduate Field Education; and Fitness for the Profession criteria.

Grades of Incomplete may be granted at the discretion of the Faculty Field Liaison. University Policy states that a grade of Incomplete may be granted only for justifiable reasons and when the following criteria are met: if the student has completed 75% of the course work, and if the student is receiving a passing grade for the work already accomplished. Because the field practicum is sequential and occurs over two consecutive semesters, grades of Incomplete received in the Fall semester must be cleared before the beginning of the Spring semester in January. Grades of Incomplete received in the Spring semester must be cleared before the Fall semester begins.

Withdrawal occurs when a student formally leaves a practicum course prior to the final evaluation. In such instances, there will be no carry over of hours, i.e., no hours completed will be applied to the next enrollment in field.

Written notices are given to students exhibiting marginal performance in accordance with University policy. Such a notice must identify the areas of concern and notifies the student that he/she is in danger of failing the course. An individual ***Notification of Academic or Professional Concern*** form will be completed by the Faculty Field Liaison and distributed to the student, the Field Instructor and the Undergraduate Program Coordinator. The Field Instructor may initiate a Notification of Academic Concern report by discussing the concerns with the Faculty Field Liaison.

The Faculty Field Liaison, with the assistance of the student and the agency Field Instructor, may design an Interim Practicum Contract. The Interim Contract covers a period of two to three weeks and identifies the concern(s) about marginal performance; the steps necessary for the student to demonstrate improvement; the evaluation tools to measure the improvement; and is signed by all parties.

Disqualification from the Major

A grade of "No Credit" in a field practicum results in disqualification from the major. Successful completion of field work is essential for sanction as a beginning level social work practitioner (see Practicum Educational Goals, Fitness for the Profession Criteria, Evaluation Tools, and Student Outcomes).

Professional Liability Insurance

It is a requirement of the BASW Program that all students in the field practicum must be covered by professional liability insurance offered by NASW. Students are covered during the field education offered through the BASW Program and not for any paid work after completing ScWk 141 and ScWk 142. Social Work Program faculty are covered by the same policy as the students, but agency Field Instructors are not. They must seek liability coverage independently or through their employers.

A one-time only laboratory fee is charged students when they register for ScWk 141. The limits of liability for each claim/aggregate is \$250,00/\$500,00. Coverage features include (1) a no deductible plan of insurance against claims arising out of professional training, (2) protection against acts occurring during the policy period, even though the claim is submitted after the policy expired.

General Field Education Policies

Students planning to enter field practicum should have their schedule and personal affairs sufficiently arranged to permit them to devote 16 hours per week, generally on Tuesdays and Thursdays, for field education in a BASW program approved agency. A valid California driver's license and use of a vehicle is strongly recommended. Field placement settings, such as public schools or child welfare agencies, may require a criminal identification and investigation (CII) check of any student intern.

Students must pass ScWk 110, 120, and 130 with a grade of "C" or better and receive a grade of 'Credit' in ScWk 140, preprofessional experience, in order to be accepted into the field education program.

Field Practicum I and II (ScWk 141 and ScWk 142) demand a minimum commitment of 240 hours per semester. Students who do not meet the minimum standard of performance may be required to complete more hours of field work to gain the minimum competencies necessary for social work practice. **If a student receives NO CREDIT** for either of the field practicum courses, **s/he will be disqualified from the major.**

- 1. Transportation of Clients:** A student is responsible for his/her own transportation to and from the agency either in his/her own car or through public transportation. It is expected that the agency will assume the expense for all agency delegated activities that include travel, unless prevented by law or agency policy. The BASW Program does not reimburse students for field travel expenses. Any agency that requires students to transport clients must carry 'non-owned automobile' coverage. Students transporting agency clients, in agency vehicles or in a student's own vehicle, are advised to check agency policies pertaining to this practice, as well as, to ascertain the extent of their own automobile liability insurance. The University provides no liability in such instances.
- 2. Holiday, Vacations, Sick Leave:** Unless otherwise specified by the BASW Program, students in field placements are expected to observe the personnel practices established by the agency for its staff. Students are not expected to report to the agency on University holidays. Students are expected to make up time lost for agency holidays that do not coincide with those of the University.

During the Winter Inter-Session (mid December through January) students may continue in placement through a mutually agreed upon plans between the agency and the student. The College supports student efforts to meet specific client/group or other professional work commitments. Consideration of the caseload responsibilities is necessary during the Winter Inter-Session. Students may not "bank" hours from the Winter Inter-Session for early completion of Spring semester field work hours. Field Practicum and practice courses must be taken concurrently.

Sick leave hours or days must be made up. In the Fall semester, make up days are permitted during the Winter Inter-Session with the approval of the Faculty Field Liaison. In the Spring semester missed field days must be completed by the last day of instruction of Spring semester.

Standards for the Selection of Placements

Selection of Agencies

In determining the suitability of an agency for field placement, the BASW Program attempts to assess not only the immediate interest, but the long term commitment of agency's administration. Interested agencies complete an agency profile application form and sign a contractual agreement with the BASW Program. During preliminary discussions, the following areas are considered: auspices, size of social work staff; ratio of trained to untrained workers, extent of community involvement, standards of practice, availability of qualified staff for field instruction, opportunity for transcultural practice, facilities for students (space, recording facilities, etc.), and the willingness of the agency to permit the Field Instructor sufficient time for student instruction. These criteria are reviewed with the agency periodically to assure that they continue to apply.

The criteria in evaluating agencies as field practicum settings are as follows:

1. The agency's philosophy of service and practice is compatible with the educational objectives of social work which embody the values and ethics of the profession;
2. The agency provides service delivery to Spanish-speaking, other ethnic minorities and high risk populations in support of the mission and curricular goals of the BASW Program;
3. Agencies selected for field practice by the BASW Program are in compliance with Title IV of the Civil Rights Act of 1964. It is policy of the BASW Program that in the delivery of services, no person shall be excluded from participation or denied benefits, or be otherwise subjected to discrimination under any program or activity of the agency on the basis of race, color, gender, age, national origin, or sexual preference;
4. The agency has earned qualified standing by the community and in the profession, and should qualify for membership in those local, state, or national accrediting organizations appropriate to a field of service;
5. The administration and staff are committed to an instructional program in social work as a significant function and responsibility of the agency. This is demonstrated by the

- agency providing appropriate BASW learning experiences and by providing release time for Field Instruction;
6. The social work staff of the agency is of sufficient size to maintain and develop the basic program of the agency without reliance on students;
 7. The agency program is broad enough to allow for a variety of learning experiences for students;
 8. The agency staff has an understanding of and commitment to the mission of the BASW Program and its objectives for students. This included transcultural practice and services to individuals, families, groups and community;
 9. The agency agrees to sign an agreement with the BASW Program and San José State University to define mutual purpose and responsibilities in field instruction;
 10. The agency is willing to educate BASW students;
 11. The agency demonstrates an active interest in research through its willingness to provide opportunities for students to engage in research projects that may be required by the BASW Program;
 12. The agency makes available the necessary means for students to effectively perform the assigned tasks, e.g., desk space, telephones, supplies, computer/fax access, transportation costs, clerical services, interviewing facilities, etc; and
 13. The agency agrees that the student will be able to use and share agency case materials and learning experiences. Client's confidentiality will be protected.

Selection of Field Instructor

Upon the recommendation of the agency executive, the potential Field Instructor submits a resume and field instructor profile, which are considered his/her application. The potential Field Instructor's decision to teach should be a voluntary one. It should be based on personal interest and commitment, rather than in response to fulfilling an agency assignment. An interview is arranged with the potential Field Instructor by a designated Faculty Field Liaison to evaluate interest and clarify educational goals. The following criteria are used in the selection of Field Instructors:

1. At the undergraduate level, Field Instructors must have demonstrated competence in their area(s) of practice by: holding a master's degree from an accredited program in social work or holding a bachelor's degree in social work/social welfare from an accredited undergraduate program and two years supervisory experience.
2. The Field Instructor is employed by the placement agency for a minimum of eight hours per week.
3. A demonstration of professional competence and an interest in engaging in professional social work education as a teacher.

4. An understanding of the objectives of the BASW Program at San José State University and a willingness to contribute to its mission and its goals.
5. The Field Instructor is willing and able to devote sufficient time to:
 - a. Plan student learning experiences consistent with the student's needs, readiness, and learning objectives;
 - b. Provide the student with appropriate, regularly scheduled supervision for a minimum of one hour weekly;
 - c. Inform him/herself about the student's educational program by reviewing curriculum material;
 - d. Confer with the Faculty Field Liaison at regular intervals;
 - e. Participate in orientations, meetings, trainings, and other events that may be offered periodically by the BASW Program; and
 - f. Complete written student evaluations and other documents as may be requested by the BASW Field Education Program.
6. A commitment to remain with the student for the entire time of his/her placement. Should the Field Instructor be anticipating a change of position, s/he should delay supervision.

Placement Process

Students who have met the academic and experiential prerequisites must apply for field placement by completing a Field Placement Application and Agreement form. The cohort of students who meet the prerequisites and are seeking field placement each academic year are invited to a placement interview conference at the end of the semester before the senior year, whereby students seeking placement and field instructors and/or agency representatives providing field internships meet to discuss interests, opportunities and challenges. Both students and field instructors complete a list of persons interviewed and their priorities for placements. Within the next few months, the BASW Coordinator of Field Education and designated Field Faculty Liaison meet to match the priorities of both students and field instructors. When a match is not possible, personal interviews and follow-up with both students and field instructors are conducted until a placement is made.

Every effort is made to place students who live in the surrounding geographic area (Santa Cruz, Monterey or Alameda Counties) within their area.

Use of Employment as Placement

Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas specified by the Curriculum Policy Statement (B6.3-6.1).

Generally, a student's place of employment is not acceptable as a field placement. Petitions from employers who wish to provide field placements for their employees must include a written

rationale justifying their request and should include: 1) identification of the student's current employment assignments and the skills demanded in this work role; 2) the student's expectations and learning goals in developing an on-site field placement arrangement; 3) a description of the field placement service unit/program which must be different than the student's employment assigned tasks; and identification of the agency field placement supervisor who must be a different professional staff person from the employment supervisor. In addition, the employment supervisor and the agency director must approve the re-assignment of the employed student as a student intern for two days per week, and the agency field instructor must develop and submit a formal learning agreement signed by the field instructor and the student to the Coordinator of Field Education.

Change of Placement Requests

A change in field placement assignment will not be permitted after the student has started his/her placement. The only exception is an irresolvable issue. Because it is very difficult to develop an adequate learning experience for a student in a new placement in mid-semester or mid-year, requests for changes of placement must involve active participation of the Faculty Field Liaison. The final decision about a change is made by the Coordinator of Undergraduate Field Education.

1. Procedures to assess a student's request for a change in placement:
 - a. The Faculty Field Liaison must be informed immediately if an issue develops that potentially affects a student's continued placement;
 - b. The Faculty Field Liaison/student/Field Instructor have a conference(s) to resolve the issue;
 - c. If the issue is not resolved, a student must submit a written request to the Faculty Field Liaison stating the reason for the request and the steps attempted to resolve it;
 - d. The Faculty Field Liaison forwards the request to the Coordinator of Undergraduate Field Education with a recommendation;
 - e. After review and consultation with the Faculty Field Liaison, and if necessary the Field Education Committee, the Coordinator of Undergraduate Field Education approves or disapproves the request for termination. The Coordinator of Undergraduate Field Education will communicate the decision to the Faculty Field Liaison, the student and the agency; and
 - f. The Coordinator of Undergraduate Field Education develops a new placement for the student if the request is approved, or follows through on problem resolution with the three parties if the request is denied.
2. Procedures to assess an agency's request for a change in assigned student:
 - a. The Faculty Field Liaison is notified immediately by the agency if an issue develops that jeopardizes the student's continued placement.

- b. The Faculty Field Liaison/student/Field Instructor conference: If placement is jeopardized because of a student's behavior, the Faculty Field Liaison will facilitate the process by developing specific behavior expectations which the student must meet if the placement is to be continued. A 2-3 week period of time will be specified during which the student must meet the expectations. A formal and written Interim Practicum Learning Contract documents the expectations and consequences.
- c. A follow-up conference is held by the Faculty Field Liaison with the student and the Field Instructor. The plans in the previous conference will be evaluated. If the student has met the expectations, the placement will continue. If not, alternative plans/expectations may be formulated or the placement may be terminated.

University Services:

The following are a list of useful university services and their link addresses:

Martin Luther King Library: <http://www.sjlibrary.org/>

Student Health Center: http://sa.sjsu.edu/student_health/index.jsp

Associated Students: <http://as.sjsu.edu/>

Counseling Services – Education: <http://www.sjsu.edu/visit/>

Counseling Services – Personal: <http://www.sa.sjsu.edu/counseling/index.html>

Disability Resource Center - Disability Etiquette: <http://www.drc.sjsu.edu/>

Learning Assistance Resource Center: <http://www.sjsu.edu/larc/>

Office of Judicial Affairs:

http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/judicial_presentations.html