

**SAN JOSE STATE UNIVERSITY
BASW PROGRAM
SOCIAL WORK 141-142
FIELD PRACTICUM I AND II - Syllabus
Fall (141) and Spring (142)**

Fall 2007 and Spring 2008

Faculty Field Liaisons

Section 1: Professor Chin

Section 2: Professor Han

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Section 4: Professor Travera

This syllabus template is modified by each Faculty Field Liaison (FFL) to provide the students information on how to contact the FFL and dates for seminars.

Catalog Description

ScWk 141: Field Practicum I

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

ScWk 142: Field Practicum II

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

Course Description

The Field Practicum (ScWk 141 and ScWk 142) is scheduled over two semesters. During each semester students are placed in one community agency under the supervision of a professional social worker who is their field instructor. The Field Instructor (FI) is required to meet weekly with each student for a minimum of one hour of supervision to help the student integrate course material into his/her own practice. Students spend two days (16 hours) per week in the agency learning about and participating in the functions of that agency. A minimum of 480 hours (240 per semester) of agency experience is required. Experience with client groups from an ethnic group different from that of the student is expected. If student's performance is marginal, then more than the minimum number of hours may be required for students to develop competency in designated areas of practice. The Field Practicum is taken concurrently with ScWk 111 during the Fall semester and ScWk 112 during the Spring semester. Faculty led Field Seminars are held three times per semester.

Learning Objectives

The following educational objectives support the philosophy and curriculum of the social work program that is structured to provide students with the knowledge and skills for generalist social work practice with individuals, families, and groups within the context of their communities.

Practice knowledge and skills are developed within a transcultural framework that focuses on five key elements: 1) cultural knowledge specific to various groups; 2) cultural competence in the application of knowledge and skills when working with various groups; 3) issues of power, privilege, oppression, and structural constraints as they relate to working with diverse populations-at-risk; 4) developing respectful partnerships with individuals, families, groups, and communities to promote change; 5) developing awareness of one's own positionality and its impact on working with diverse groups.

Comment [S1]: I ADDED THIS TRANSCULTURAL PIECE – PLEASE CHECK WHETHER IT MAKES SENSE

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

- 1) Apply a generalist practice approach from a transcultural perspective in developing professional relationships with individuals, families and groups.
Program Objectives: B1.1 (Transcultural model); B2.4 (Practice Knowledge Skills)
- 2) Demonstrate knowledge and critical thinking skills in using problem- solving approaches in initiating, implementing and terminating change efforts with individuals, families and groups in the context of the broader communities in which they are imbedded.
Program Objectives: B2.4 (Practice knowledge & skills); B4.1 (Critical thinking)
- 3) Demonstrate the ability to understand and work effectively within an organizational setting and to promote changes using social work values and ethics.
Program Objectives: B3.4 (Organization/Agency); B1.3 (Values & ethics)
- 4) Demonstrate the ability to communicate effectively both orally and in writing with persons from different racial, cultural and ethnic backgrounds, social class, age, gender, or sexual orientation.
Program Objectives: B2.3 (Communication)
- 5) Demonstrate an awareness of personal self and professional self, to show sensitivity to the ways in which personal issues affect professional practice.
Program Objectives: B1.2 (Diversity), B2.2 (Self-evaluation); B.1.1 (Transcultural model)

- 6) Demonstrate cultural competence in their generalist social work practice with diverse populations at risk, and other disenfranchised, oppressed and marginalized groups.
Program Objectives: B1.2 (Diversity); B3.1 (Power, privilege and oppression)
- 7) 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.
Program Objectives: B3.1 (Power, privilege, oppression); B4.1 (Critical thinking)

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 methods of practice which the agency can make available that is 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.

Learning Experiences

1. Student Responsibilities

- The student is responsible for the timely submission of all field work assignments. A student who requires special accommodations should contact his/her Faculty Field Liaison and agency Field Instructor.
- Attend and participate in school sponsored student orientations and seminars as listed in the BASW Field Manual.
- Complete all oral and written work related to tasks assigned by the agency Field Instructor including middle and ending phases of a change effort, evaluation of intervention outcomes, termination, referrals, process recordings, and agency required paperwork.
- Comply with the criteria of Fitness for the Profession as described in the BASW Field Education Manual.
- Actively participate in progress evaluations with the agency Field Instructor and the assigned Faculty Field Liaison (FFL).
- Each semester, students must complete 240 internship hours in order to complete the field course requirement. Students are typically in field placements a minimum of 16 hours per week for 15 weeks.

Practicum Learning Contract

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

Supervision

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

Content of Field Practice

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

Monthly Field Seminar

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

Seminar Topics

- Social work mandated reporting laws and protocol—instruction on reporting child abuse and elder abuse as a mandated reporter
- Processing recording as a therapeutic tool
- Use of supervision in the field internship
- Code of ethics
- Ethical Issues
- Multiple social work roles at the BASW graduate level
- Diversity and cultural awareness in working with the disenfranchised, marginalized population

Seminar Participation and Attendance

The field seminar is a critical adjunct to the field experience. Students are mandated to attend a monthly field seminar during the semester. Students absent for lawful or legitimate reasons will be permitted to make-up a seminar in accordance with make-up

policy^a. The following conditions provide the only acceptable reasons for a student's absence: 1) Illness of the student or an illness in the immediate family which requires the absence of the student from the seminar in which case the student's FFL may require a doctor's statement; 2) A death in the immediate family of the student; and 3) An absence for other reasons may be excused if, in the judgment of the student's FFL, circumstances warrant.

^a Make-up Policy: Student's FFL will assign the student an alternative assignment. The alternative assignment could be a written report about the missed topic of the field seminar. For example, if the student missed the seminar which addressed the transcultural perspective in his/her field placement work, the FFL may ask the student to write a paper on that topic. Failure to complete a makeup assignment will result in a No Credit grade which means you fail the entire field education course.

2. Required and recommended text and materials

- BASW Field Education Manual (required)
- NASW Code of Ethics (required)
- CSWE Curriculum Policy Standards (recommended)
- Samantrai, Krishna: (1996). Interviewing in health and human services. Chicago: Nelson Hall. (recommended)

Assignments

1. Field Practicum ScWk 141/142

Evaluations

- Submit (Fall and Spring) mid-semester and semester-end student evaluations that have been jointly reviewed and signed by the student and Field Instructor.
- Submit an Evaluation of the Field Placement Experience to the Faculty Field Liaison at the end of the Fall and Spring semester.
- Complete Field Program and Faculty Field Liaison evaluations at the end of the Spring semester.

Process recordings

Provide regular process recordings as a learning tool to maximize the benefits of weekly individual supervision. A minimum of one (1) process recording is due each semester to the Faculty Field Liaison. *See additional handout sheet for this assignment.*

Field Agency Timesheets

Submit monthly timesheets to the Faculty Field Liaison.

Practicum Paper

Write a minimum 6-page typed practicum paper due at the end of ScWk 142 - the Spring semester. It will be evaluated on depth of analysis and content. It should describe how you experienced and understand generalist social work practice from a transcultural perspective and your ability to describe the social work principles in your work with individuals, families and/or groups. *See additional handout sheet for this assignment.*

Late Assignments

It is the responsibility of the student to submit assignments on time. If a student is unable to submit an assignment by the date and time indicated on the practicum calendar, the student must discuss his/her situation with the assigned FI and FFL prior to the time the assignment is due.

Grades: SW 141/142 are graded as Credit/No Credit. *Students must receive a grade of "Credit" in SCWK 141 prior to enrolling in SCWK 142. Students must also pass SCWK 111 with a C or better to move on to SCWK 112.*

2. Assignments for Co-requisite Social Work Courses- ScWk 111/112

As part of their social work practice courses while they do their internship, students are being asked to complete four course assignments based on their internship placement. These are 1) Community paper I for ScWk 111, 2) Case Study Paper for ScWk 111, 3) Group Observation Paper for ScWk 112, and 4) Community Paper II for ScWk 112. Brief descriptions of each assignment are given below:

Community Paper I: The purpose of this assignment is to learn about a community surrounding the agency. Students will be asked to collect data regarding the population and diversity of the community, major community institutions/organizations, linkages in the community with smaller and larger systems (individuals, families, groups, other organizations, state, and nation), and changes in the community over time. Students will carry this community project over to ScWk 112.

Case Study Paper: Students will assess their assigned case in the field placement and discuss an intervention plan based on an ecological perspective and strengths-based approach. Students will make an in-class oral case presentation based on their case study paper.

Group Observation Paper: The assignment is to describe and analyze a group that the students will be observing in their field placement. In their paper, students will discuss their interpretation of the group dynamics, leadership style, group composition and group process.

Community Paper II: This assignment is the second part of the Community Paper. Throughout their internship period, students will identify and describe social problems relevant to their agency's purpose and function that would lend itself to a community approach and/or intervention. Students will be asked to analyze the community using a theory-based critical analysis, i.e., assess the resources and strengths of the community. Based on this analysis, students will assess any gaps that may exist in services and recommend an intervention that addresses unmet needs in the community.

Process Recording

A process recording helps in applying theoretical concepts to practice situations. This assignment will help develop an effective means for students to conceptualize and evaluate their practice with clients. Through this assignment, a student will collaborate with his/her FI to identify learning needs and expectations and will track progress toward achievement of educational objectives. Below is a standardized outline for the process recording assignment.

Outline for Process Recording

Content-Narrative	Student Feelings/ Thoughts	Supervisor's Comments

Instructions for completing this form:

Content- Narrative¹

The recording should first present the actual description of the interaction between the student and others during the interview. The following should be included in this portion of a process recording:

- A description of how the interview began;
- Pertinent factual information and responses of both the client and the student;
- The feeling content of the interview, as it occurs, both on the part of the client and the student.
- A description of any action or nonverbal activities that occurred;
- The social worker's observations and analytical thoughts regarding what has been happening during the interview; and,
- A description of how the interview ended.

Students' Feelings²

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

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

¹ and ²: Adapted from the School of Social Work, Virginia Commonwealth University

Practicum Paper

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

A. Engaging clients in professional relationships

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

B. Collecting data and making appropriate assessment and plans

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

C. Implementing intervention strategies with client systems of all sizes

1. Describe the intervention plans you implemented which promoted client empowerment
2. Describe how you have evaluated the level of success of your interventions

D. Describing the impact of the field practicum experience

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

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Reasonable Accommodation of Disabilities:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me, see me during office hours, or contact me by e-mail me as soon as possible.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <http://www.drc.sjsu.edu/>

Academic Integrity:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/index.html

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