

San José State University  
School of Social Work  
**FIELD PRACTICUM I AND II**  
**Fall (141) and Spring (142)**

<b>Instructors:</b>	Blanca Tavera, Section 01 Linda McGowan, Section 02 Pnina Green, Section 03 TBA, Section 04
<b>Office Location:</b>	TBA
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<b>Office Hours:</b>	TBA
<b>Class Days/Time:</b>	Tuesday/Thursday, 8 am to 5 pm
<b>Classroom:</b>	TBA
<b>Prerequisites:</b>	ScWk 110, ScWk 120, ScWk 130, ScWk 140

**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.

(Prereq: ScWk 110, ScWk 120, ScWk 130, ScWk 140. Coreq: ScWk 111.)

### **Course Student Learning Objectives (SLO)**

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.

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
- Learning contracts and use of supervision
- Agency collaboration—use of self versus professional self
- Working with groups
- Pulling the field experience together and the termination process
- 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<sup>a</sup>. 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.

<sup>a</sup> 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)

### **Library Liaison (Optional)**

For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or [Crystal.Goldman@sjsu.edu](mailto:Crystal.Goldman@sjsu.edu).

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at

[http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

### **Assignments and Grading Policy**

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.*

Your completion of this course will be based on your presentations, written work, participation and field instructor evaluation and recommendation as follows:

<b>Assignment</b>	<b>Points</b>	<b>Course Student Learning Objective/Competency (SLO)</b>
Practicum Paper	25	SLO 1, 2, 10
Student Seminar Participation	25	SLO 1, 2, 9
Process Recording	20	SLO 1, 2, 10
Time Sheet Submission	5	SLO 1, 2
Evaluation	25	SLO 1, 2, 10

### **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.

### **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- Narrative<sup>1</sup>**

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

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

**Students' Feelings<sup>2</sup>**

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.

**Practicum Paper**

This assignment is to be prepared following the instructions of the student's faculty field liaison. The first three sections of the practicum paper are due at the end of the SW 141 semester (Fall semester) and the completion is due at the end of ScWk 142 - the Spring semester. It will be evaluated on depth of analysis and content. It should describe how

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<sup>1</sup> Adopted from the School of Social Work, Virginia Commonwealth University

<sup>2</sup> Adopted from the School of Social Work, Virginia Commonwealth University

you experienced and understand generalist social work practice from a transcultural perspective and your ability to describe the social work principles in your work with individuals, families and/or groups.

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

**A. Engaging clients in professional relationships**

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

**B. Collecting data and making appropriate assessment and plans**

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

**C. Implementing intervention strategies with client systems of all sizes**

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

**D. Describing the impact of the field practicum experience**

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

**Field Agency Timesheets**

Submit monthly timesheets to the Faculty Field Liaison.

**Seminar Participation:**

Students will be assessed on the frequency, punctuality, quality, and depth of their in-class participation in class discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. Social work is a verbal profession, thus being verbally involved in class discussions, activities, and your ability to share how your personal learning experience is evolving will be evaluated. Please respect the instructor and your colleagues.

### **Penalty for Late Work**

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must discuss your situation with me at least 48 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without discussing with the instructor, the instructor has the discretion not to accept the assignment. Errors in spelling, grammar and syntax will also be subject to a credit/no credit penalty.

### **APA Format and Writing Requirements:**

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

**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.*

University Policies

### **Academic integrity**

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

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise

specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

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

### **University Resources**

#### **Student Technology Resources**

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

#### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

#### **SJSU Writing Center**

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

#### **Peer Mentor Center (Optional)**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators,

offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>