

SAN JOSÉ STATE UNIVERSITY
School of Social Work, MSW Program

Social Work Practicum III
Social Work Fieldwork Seminar III
ScWk 232 – 5 Units, Fall 2011

Faculty Field Liaisons

Section 1: Professor Jackson	Section 7: Professor Blandino
Section 2: Professor Fimbres-Windley	Section 8: Professor Bhader
Section 3: Professor Watkins	Section 9: Professor Evans
Section 4: Professor Chin	Section 10: Professor Alvarez
Section 5: Professor Smith	(3 units) Section 11: Professor Alvarez
Section 6: Professor Curry	

*Please refer to the “Key Field Education Documents” link on the School of Social Work web site (www.sjsu.edu/socialwork) for other important Field Education information.

Catalog Description

Development of practice skills with individuals, families, groups, organizations, and communities from a transcultural and multi-systems perspective emphasizing family, community and policy practice. Development of skill to use self effectively with diverse clients, colleagues and community members from various backgrounds. (5 units. CR/NC. Prerequisite: ScWk231. Co-requisite: Final-Year Practice Course)

Course Description

In a community-based social service agency that aligns with the student’s concentration year emphasis (*e.g.* aging, child welfare, health and mental health, and schools), students receive supervised training to refine their professional skills. Students learn to apply multi-systems interventions with individuals, families, groups, and communities. Students enhance their ability to practice ethically in the promotion of social justice for clients. This practice demonstrates an ever-increasing knowledge and awareness of issues related to power, privilege, and oppression.

The Fieldwork Training Sessions supplement the practicum with training and support in critical issues of professional development. In the sessions, students will examine strategies to develop into an independent social work practitioner with skills to promote social justice and client health and well-being. Students will gain practical knowledge to help them respond to difficult and challenging situations in their concentration area, including multi-systems issues and those that affect Latinos, African Americans, Asian Americans, and other diverse, oppressed, marginalized and disenfranchised individuals, families, groups, and communities.

Learning Objectives

At the conclusion of ScWk 232, students will be able to:

1. Demonstrate skills for refining and advancing the quality of their practice and professional development. This includes:

[Program Objective: M 4.4 (*Advancing Practice*)]

- Functioning effectively and professionally within an organizational setting, including the identification of strategies for advancing the quality of their professional skills.
- Forming relationships with colleagues and staff, and working collaboratively in meeting the needs of specific populations-at-risk.
- Making viable contributions to advancing service delivery systems.
- Practicing autonomously and demonstrate leadership skills.
- Using supervision and consultation as a tool to further engage in critical self reflection.

2. Apply in multi-systems practice effective assessment and intervention skills, which are grounded in theory and based in the appropriate use of evidence. This includes:

[Program Objectives: M 2.5 (*Critically Evaluate Theory*),
M 2.7 (*Asses & Intervene in Multi-Systems*), and
M4.3 (*Conduct Research Relevant to Practice*)]

- Applying advanced diagnostic and analytic skills to intervene with families at the various phases of the life cycle from a transcultural multi-systems perspective.
- Conducting social work research relevant to the evaluation of practice or the examination of social work issues, particularly as they impact disenfranchised, oppressed, or marginalized populations.
- Differentially developing, selecting and applying interventions from a multi-systems perspective with individuals, families, groups, organizations, and communities utilizing a transcultural perspective, with particular emphasis in their concentration area.
- Selecting and effectively employing interventions that are evidenced based and grounded in theory.
- Demonstrating advanced level skills to evaluate and apply theoretical frameworks to multi-systems practice.

Demonstrate effective communication skills with diverse clients, colleagues and communities, and advocate on behalf of marginalized communities. This includes:

[Program Objectives: M 2.3 (*Effective Communication*), and M 3.6 (*Apply Multi-Systems Knowledge*)]

- Developing and maintaining coalitions, and joining in community advocacy efforts with and on behalf of Latinos, African Americans, Asian Americans, and other diverse, oppressed, marginalized and disenfranchised individuals, families, groups, and communities.
- Demonstrating advanced skills in communication, problem solving, consultation and education with diverse systems of varying sizes.

Students will demonstrate a thorough understanding of policies and programs in a specific field of practice, and skills for analyzing and influencing policies and programs. This includes:

[Program Objectives: M 3.5 (*Understand Policy & Programs*)]

- Analyzing critically the effect of social policies on client systems and social service organizations and staff, and participating in policy formulation that will affect change at organizational, local, state, or federal levels.
- Designing and implementing strategies to modify client environments, including the development of social networks and build individual competency via education and empowerment, teaching problem solving skills, and promoting leadership with emphasis on Latinos, African Americans, Asian Americans, and other diverse, oppressed, marginalized and disenfranchised individuals, families, groups, and communities.

Students will identify strategies to resolve ethical dilemmas in practice settings in accordance with the values of the social work profession. This includes:

[Program Objectives: M 1.4 (*Resolve Ethical Dilemmas*)]

- Incorporating social work values and ethics in multi-systems level interventions with Latinos, African Americans, Asian Americans, and other diverse, oppressed, marginalized and disenfranchised individuals, families, groups, and communities.
- Demonstrating skills to resolve professional ethical dilemmas.

Learning Experiences

During the 3-day per week, 15-week semester, students will enhance their professional skills, including the following:

- Differential assessments and interventions with individuals, families, groups and communities as represented by one of the chosen population-at-risk (e.g., Aging and the Aged; Children, Youth and Families; Children and Youth in Schools, and People with Physical and Mental Disabilities).
- Develop interventions and strategies that address family and community well-being.
- Organize social networks, self-help groups, and leadership among the chosen population-at-risk (e.g., Aging and the Aged, Children, Youth and Families, Children and Youth in Schools, and People with Physical and Mental Disabilities).
- Develop skills in consultation, policy analysis, and program development as the basis for transcultural advanced generalist practice.
- Practice community social work, organizational and institutional practice as represented by one of the chosen population-at-risk (e.g., Aging and the Aged, Children, Youth and Families, Children and Youth in Schools, and People with Physical and Mental Disabilities).
- Practice community social work, organization and institutional practice.

Assignments

Each student is responsible for completing all Field Practicum assignments, including:

- A minimum of 24 hours per week, for 14 weeks, in an approved agency where the student is assigned.
- Attendance at one school-sponsored training per semester on topics related to the SSW's four Fields of Practice: Aging, Children, Youth and Families, and Health/Mental Health (dates, times and locations TBA).
- Develop a "Learning Agreement" with the Field Instructor (FI) and in consultation with the Faculty Field Liaison (FFL).
- Meet weekly with the field instructor for at least one (1) hour; attending staff meetings. Group supervision is strongly urged to supplement individual sessions.
- Complete all practicum-related tasks (assigned by FI), such as structural assessment of groups, families, organizations and populations (e.g., Aging and the Aged; Children, Youth and Families; Health and Mental Health). Assigned tasks typically include assessment and interviewing, case management, family interventions, group work, crisis intervention, consultation, and policy making and program development to enhance interaction between consumers and service delivery system.

- Complete process recordings on assigned cases or group recording as determined by the FI, in consultation with the student. A minimum of one process recording per semester (including the Field Instructor's comments and feedback) will be reviewed by the student's FFL at each site visit.
- Initiate ScWk 298 project plan (see ScWk 298 syllabus and MSW Student Handbook for additional information).
- Active participation in student progress evaluations with FI and FFL.
- Completion of field placement evaluation forms.
- Complete Community Project proposal (see *outline provided*).

The format for this course emphasizes discussion and participation. Students are expected to take responsibility for their own learning. Please communicate with the instructor (Faculty Field Liaison) regarding any concerns about the course and your progress in it.

GRADING AND EVALUATION

The Practicum is taken as a credit or no credit course and is evaluated by both the Field Instructor and the Faculty Field Liaison .

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. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

Reasonable Accommodation of Disabilities

If you need course adaptations or accommodations because of a disability, please e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities 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/>

Required Text

MSW Student Handbook for the 2010-2011 academic year (available online through the SSW Field Education web site - www.sjsu.edu/socialwork/fieldeducation - and currently being revised).

Recommended Texts

Birkenmaier, Julie & Berg-Weger, Marla (2007). *The practicum companion for social work: Integrating class and field work*. Boston, MA: Allyn and Bacon.

Sweitzer, F. H. & King, M. A. (2004). *The Successful Internship: Transformation and Empowerment in Experiential Learning*. Belmont, CA: Brooks/Cole.

Ward, K. & Mama, R.S. (2010). *Breaking out of the box: Adventure-based field instruction*. Chicago, IL: Lyceum.

SJSU Campus Emergency Procedures

FIRES EARTHQUAKES AND OTHER DISASTERS:

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES:

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.
- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators -in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.