

Master of Social Work Program

School of Social Work

San José State University

MSW Student Handbook

Master of Social Work Student Handbook



Last Updated: August 16, 2011

***Disclaimer:** This MSW Student Handbook is for informational purposes only. Although the contents, policies, and procedures within are intended to guide and facilitate the educational experience of our graduate students, details and particulars may change.*



The MSW Program at San José State University is accredited by the Council on Social Work Education

© MSW Program - San José State University



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University and School Forms and Information

Forms and additional information will be made available through the School of Social Work or University web sites

Field Education Resources

Resources and additional information will be made available through the School of Social Work web site

Field Education Assignments

Forms and additional information will be made available through the School of Social Work or University web sites

Field Education Evaluations

Forms and additional information will be made available through the School of Social Work or University web sites

Student Resources

Additional Material

MSW Degree General Overview and Checklist

Become Familiar with the University and the MSW Program

This student handbook, the San José State University Catalog, and the SJSU and School of Social Work web sites are good resources to help familiarize yourself with the University and our MSW Program, as well as common policies and procedures. Also, most updates and major announcements will be sent via email or posted on our School of 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
Graduate Admissions and Program Evaluations Office (GAPE)	http://www.sjsu.edu/gape/
School of Social Work	www.sjsu.edu/socialwork/

Subscribe to the MSWMail Email ListServe and Maintain Current Address

All MSW students must subscribe to, and maintain an updated email address with, the MSWMail electronic mail listserv. As we move away from traditional postal services, subscribing to this email system is vital in order for you to receive information and updates about the MSW Program. Please visit:

<http://lists.sjsu.edu/mailman/listinfo/mswmail>

and follow the instructions to enroll. We will now expect students to check for messages from us through MSW Mail. There is also an archive of MSW Mail messages there if you miss any official School notifications. Please remember to remove SPAM or junk filters on your email account so that MSW Mail can get through to you.

Meet Your Academic/Professional Advisor

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

Monitor and Confirm Enrollment, Transcript, Academic Record, and Fees

One of your most important responsibilities while in the MSW Program is to regularly monitor your enrollment records, posted grades on your transcript, status of your academic record, and fees due to the university. Please be proactive in this, as unfortunately in any bureaucracy communication and obtaining information in a timely fashion can sometimes be challenging. You can check your status through MySJSU (<http://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 MSW Program, please consult with your faculty advisor and notify the MSW Graduate Advisor immediately.

- ❑ File Form: Departmental Request for Candidacy and Graduate Degree Program**
 All MSW students in their final year of study must file the *Departmental Request for Candidacy and Graduate Degree Program* form with the MSW Graduate Advisor no later than the second Tuesday in September. Check MySJSU to see that is processed. The form is available on-line:
<http://www.sjsu.edu/gape/forms/>
- ❑ File Form: Application for Award of Master's Degree**
 After the University notifies students that they have been advanced to candidacy for the MSW degree, MSW students in their final year of study must next file the *Application for Award of Master's Degree* form with the Graduate Admissions and Program Evaluations Office (GAPE) prior to the second Monday in February. Check MySJSU to see that is processed. The form is available on-line:
<http://www.sjsu.edu/gape/forms/>
- ❑ Complete the ScWk 298 Special Study Project**
 By successfully completing ScWk 298, the special study research project, students will have fulfilled the culminating experience and capstone for the MSW degree at SJSU. This project is done in the final year of study over two semesters. Examples of ScWk 298 projects will be made available through the School of Social Work and research sequence.
- ❑ Successfully Complete 63 Units in the MSW Program**
 A total of 63 units in the specified MSW Program course plan must be completed at a “B” average or better (3.0 GPA) to earn your degree, with no marks of “C-” or less in graded courses, and no marks of “NC” in field education courses. Please consult this handbook for details about full-time and 3-Year program course plans and other academic requirements.
- ❑ File Form: Request for Course Substitution in Master's Degree Program**
 If you deviate from your stated MSW Course plan originally listed on your *Departmental Request for Candidacy and Graduate Degree Program* form approved by the Graduate Admissions and Program Evaluations Office (GAPE), you must submit a *Request for Course Substitution in Master's Degree Program* form with the MSW Graduate Advisor immediately. If you do not properly notify the University, your attainment of the MSW degree will be delayed.
- ❑ Graduate!**
 Congratulations! When you successfully complete all the requirements, you will earn your MSW degree. The University and Social Work graduation ceremonies are usually held on the last Saturday in the month of May.
- ❑ Subscribe to the SWAlum Email ListServe**
 After you graduate, please stay in touch with us. Subscribing to this email system will enable you to receive information and updates about the Social Work Alumni activities and events. You can subscribe by sending an email note to listproc@listproc.sjsu.edu. You may leave the Subject line blank, and in the body (text area) of the note enter the following request:
 SUBSCRIBE SWAlum *myfirstname mylastname*
 with your own first and last name in place of *myfirstname* and *mylastname*

Introduction

Welcome to the Master of Social Work Program at San José State University! The purpose of this handbook is to provide you with basic information about our MSW Program and to answer many of the questions you may have during your educational experience with us. Please review this handbook carefully and keep it for reference throughout your time here as a student.

Background of the University and the School

San José State University

Founded in 1857, San José State University is the oldest public university in California. The University has grown from a small teachers college to a large metropolitan university located in an ethnically diverse and dynamic community. In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the State of California: to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

The University's seven colleges -- Applied Sciences and Arts, Business, Education, Engineering, Humanities and the Arts, Science, Social Science -- enroll approximately 30,000 students in programs designed to meet the needs of an increasingly diverse and complex society. Approximately 70% of the student body at San José State University is students of color.

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 city with a culturally diverse population that includes Latinos, African Americans, Asian Americans, Native Americans, and other ethnic groups.

SJSU is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. Various college programs are accredited by specialized accrediting agencies.

For more information about San José State University, please visit www.sjsu.edu.

School of Social Work

The School of Social Work consists of the Bachelor of Arts in Social Work (BASW) and Master of Social Work (MSW) programs. The graduate program in social work at San José State University was approved in 1969 and the first class was admitted in 1971. Although undergraduate social work education existed since 1939 when the first faculty member was hired in the Department of Sociology, the BASW program was also established in 1969. Administratively, the social work program was elevated to School status in 1972. The Bachelor of Arts in Social Work program, formerly part of the Sociology Department, was transferred to the School of Social Work in 1974. Between 1991 and 2005, a College of Social Work was formed with administrative responsibility for the BASW and MSW programs as well as other three other Departments. In 2005, the BASW and MSW programs were once again structured into a School of Social Work and joined the College of

Applied Arts and Sciences (CASA) to benefit from collaboration with similar professional programs such as justice studies, gerontology, health sciences, occupational therapy, and nursing.

The BASW and MSW programs were originally created to educate and train social workers for work with and on behalf of Spanish speaking populations. In 1989 the mission was expanded to include a focus on other minorities and women. In 1997 this expansion was formalized with the adoption of a transcultural perspective. In 2005, our commitment to this perspective was affirmed and extended. The School of Social Work maintains a commitment to responding to the changing needs of diverse communities through quality education, research, and service.

The Code of Ethics of the National Association of Social Workers (NASW) guides the professional practice of social work for students, faculty, and Field Instructors. The Council on Social Work Education (CSWE) has continuously accredited the MSW Program since 1973 and the BASW program since 1976.

Master of Social Work Program Overview

Mission and Goals

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, Asians 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.

The goals¹ of the combined BASW and MSW program derive directly from the School's mission and are as follows:

1. To prepare social workers for ethical social work and use of the transcultural perspective with diverse, disenfranchised, oppressed and marginalized populations.
2. To prepare social workers for effective practice from a transcultural perspective with individuals across the lifespan, and with families, groups, organizations and communities.
3. To prepare social workers for leadership in advocating for positive change and innovation in social work policies, programs and practices to enhance social justice and the well being of individuals, families and communities.
4. To prepare social workers to engage in critical inquiry in the service the above goals.
5. To contribute to social work through professional leadership and scholarship that advances social work knowledge, practice and values.

The specific objectives of the MSW program are described below. These objectives are realized through the academic courses and field experiences of the MSW program.

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

On completing the MSW Foundation year:

M1.1 Students will be able to demonstrate knowledge of diversity and competence in applying a transcultural perspective.

¹ Note—revision of these goals to align with the most recent Core Competencies of the Council on Social Work Education is currently in process.

M1.2. Students will be able to demonstrate the ability to work effectively with diverse populations, particularly populations that are disenfranchised, oppressed or marginalized.

M 1.3 Students will be able to analyze and apply social work values, ethics and principles in relation to diverse contexts and at multiple system levels.

On completing the MSW Concentration year:

M 1.4 Students will be able to identify strategies to resolve ethical dilemmas in practice settings in accordance with the values of the social work profession. (Ethics)

M 1.5 Students will be able to apply and transcultural and multi-systems perspective in the context of a specific field of practice (aging; children, youth, and families; school social work; or health and mental health).

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

On completing the MSW foundation year:

M 2.1 Students will be able to apply and critically analyze theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and interactions between individuals, families, groups, organizations, and communities.

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

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

M 2.4 Students will be able to demonstrate use of a transcultural generalist perspective to systems of all sizes.

On completing the MSW Concentration year:

M 2.5 Students will be able to evaluate critically the strengths and limitations of theories for use in multi-systems.

M 2.6 Students will be able to engage in self-evaluation and use supervision and consultation in practice while demonstrating a high degree of autonomy and skill. (Self-evaluation and use supervision)

M 2.7 Students will be able to differentially select and apply effective assessment and intervention skills in multi-systems practice with individuals, families, groups, organizations, and communities.

M 2.8 Students will demonstrate advanced skills in communication, problem solving, and consultation with diverse systems of varying 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.

On completing the MSW Foundation year:

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

M 3.2 Students will be able to demonstrate knowledge and skill in analyzing and influencing social policy.

M 3.3 Students will be able to critically analyze the social work profession's mission and philosophy within contemporary and historical contexts.

M 3.4 Students will be able to work effectively in organizational and service systems and, as needed, facilitate systemic improvements and change.

On completing the MSW Concentration year:

M 3.5 Students will be able to demonstrate a thorough understanding of policies and programs in a specific field of practice (e.g., aging; children youth and families; school social work; or health and mental health) as well as skills for analyzing and influencing policies and programs.

M 3.6 Students will be able to apply multi-systems knowledge and skills to advocate with, and on behalf of, marginalized communities.

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

On completing the MSW Foundation year:

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

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

On completing the MSW Concentration year:

M 4.3 Students will be able to conduct social work research relevant to the evaluation of practice or the examination of a social work issue.

M 4.4 Students will be able to demonstrate skills for examining empirical support for interventions and for refining and advancing the quality of their practice.

General Organization and Administration of the School of Social Work

The Director of the School of Social Work is responsible for the overall administration of the School, the curriculum, and the quality of the education provided in the programs. The MSW Program Coordinator assists the Director with administrative functions of the graduate program and the BASW Coordinator provides similar leadership for the undergraduate program. The MSW Program faculty members are responsible for teaching the social work curriculum, preparing students to become professional social workers, and participating in the governance of the School.

Social Work Graduate Student Association (SWGSA)

The Social Work Graduate Student Association (SWGSA) is a student organization formed by and for MSW students. SWGSA participates in and sponsors activities such as orientation, graduation, workshops, guest speakers, advisory committees, social action events, and forums. SWGSA membership is open to all MSW students.

The Social Work Program Service Area

Although our services and agency partnerships extend throughout the greater San Francisco Bay Area, the main service area of the School of Social Work includes the counties of Santa Clara, Santa Cruz, Monterey, and San Benito. These counties are ethnically, racially and socioeconomically diverse and need qualified professionals with social work values, knowledge, and skills to address individual, family, and community problems. The social work classes are offered at the main campus in San José and most field placements are located in counties surrounding the University.

Master in Social Work Curriculum

The MSW Program at San José State University is dedicated to the achievement of social change, and social, economic, and political justice. Guided by social work values, the goal of the MSW Program is to prepare competent graduates for leadership and practice from a transcultural perspective with multiple systems at an advanced professional level. The program prepares social work students to meet the needs of Latinos, African Americans, Asians and Pacific Islanders, and those communities, groups, families, and individuals who are disenfranchised, oppressed, or marginalized.

Practice from a Transcultural Perspective

In the MSW Program, “transcultural perspective” is defined as a dynamic process of culturally-informed interactions between social workers, clients, and systems that collaboratively intervene towards the goal of maximizing the well-being of clients, clients’ families, and communities. Transcultural perspective is conceptualized as an interactional process that involves reciprocity, respect, continual professional self-assessment, understanding, and sensitivity to diverse linguistic patterns, values, world views, resources, communication, and learning styles. Specifically, the transcultural perspective infused throughout the MSW curriculum, embraces five related but distinct elements: 1) recognizing the importance of culture in social work at all levels of practice; 2) applying principles of cultural competence in practice; 3) understanding dynamics of power, privilege, and oppression; 4) maintaining an awareness of one's own cultural perspectives, values, and beliefs; and 5) demonstrating respect in interactions with clients and client systems. Although we view culture as an inclusive term encompassing more than ethnicity and race to include class, gender, sexual orientation, and disability, the MSW Program targets the needs of specific ethnic/racial populations in the South Bay and California including Latino, Asian American and Pacific Islander, African American and other diverse and oppressed ethnic/racial populations.

Transcultural Generalist Perspective

In the foundation year of the MSW Program, students will attain the values, knowledge, and skills for generalist practice defined as a multi-level (micro, mezzo, macro), client-centered, holistic, and goal-directed approach that involves planning, implementing, and evaluating interventions with client systems of various size (individual, family, group, organization, community) that are relevant to clients’ bio-psycho-social functioning. Generalist practice, based on multiple theoretical orientations, is grounded in ecological system theories, a problem-solving process, and a transcultural perspective. Working across systems, the generalist practitioner formulates interventions based on situational assessments of problems, goals and size of systems. The generalist practitioner applies research findings and critical thinking to assessment, intervention, and evaluation of his/her own practice.

Transcultural Multi-Systems Perspective

The advanced year of the MSW Program builds upon the foundation year content and provides students with a concentration in transcultural multi-systems perspective. Rather than representing a single method of practice, a transcultural multi-systems perspective emphasizes the importance of understanding the cultural context and the dynamic interaction between clients and the systems and sub-systems of which they are a part. Social work practice from this perspective involves assessment of clients from a holistic perspective and selection of appropriate theories,

interventions, and practice evaluation strategies suited to the client’s unique needs and context, whether the client is an individual, family, or community, or a combination of these. The social worker who practices from a transcultural multi-systems perspective relies on a variety of practice skills which can be applied to a specific field of practice. Students are afforded an opportunity to develop these skills in relation to one of three fields of practice that are particularly connected to the mission of the program and the practice needs of the region: (1) aging, (2) children, youth and families, and (3) health and mental health. Demonstrating increased skill and more autonomous practice, the transcultural multi-systems practitioner is able to engage in research and evaluation, and is able to perform differential and multi-dimensional assessments in complex situations. Regardless of the field of practice, the transcultural multi-systems practitioner utilizes an integrated, culturally sensitive approach, based on critical thinking and a careful analysis of relevant problems and issues.

Course Plans for the MSW Degree (subject to change)

The MSW Program requires 63 units of specified coursework at the graduate level, including classes in human behavior in the social environment, policy, practice, research, and field education. The full-time program takes 2 years to complete this requirement, and the 3-Year program typically 3 years.

Full-Time Program (63 units in 2 Years)

Foundation - Generalist

1 st Year Fall	5 classes including field practicum	16 Units
1 st Year Spring	5 classes including field practicum	16 Units

**Concentration – Transcultural Multi-Systems Perspective
(with specialization in a field of practice)**

2 nd Year Fall	5 classes including field practicum	17 Units
2 nd Year Spring	4 classes including field practicum	14 Units

Total **63 Units**

3-Year Program (63 units in 3 Years)

Foundation - Generalist

1 st Year Fall	2 classes	6 Units
1 st Year Spring	2 classes	6 Units
2 nd Year Fall	3 classes including field practicum	10 Units
2 nd Year Spring	3 classes including field practicum	10 Units

**Concentration – Transcultural Multi-Systems Perspective
(with specialization in a field of practice)**

3 rd Year Fall	5 classes including field practicum	17 Units
3 rd Year Spring	4 classes including field practicum	14 Units

Total **63 Units**

San José State University – Master of Social Work Program (Updated 5-30-11)

Typical MSW - 2-Year Program (Total 63 Units, unit values are in parentheses) INCOMING Fall 2011 (Class of 2013)

Semester	Aging	Children, Youth, and Families	Health and Mental Health
1st Year Fall 10 (16 Units)	*** Regardless of Field of Practice, all 1st Year Full-Time MSW students take the following courses:		
	ScWk 202 (3)	ScWk 212 (3)	ScWk 220 (3) ScWk 240 (3) ScWk 230 (4)
1st Year Spring 11 (16 Units)	*** Regardless of Field of Practice, all 1st Year Full-Time MSW students take the following courses:		
	ScWk 204 (3)	ScWk 214 (3)	ScWk 221 (3) ScWk 242 (3) ScWk 231 (4)
Semester	Aging	Children, Youth, and Families	Health and Mental Health
2nd Year Fall 11 (17 Units)	ScWk 251 (3) ScWk 298 (3) ScWk 232 (5) <u>One</u> of the following Advanced Practice electives (3 units): ScWk 222 ScWk 261 ScWk 262 ScWk 281 <u>One</u> of the following Advanced General electives (3 units): ScWk 224 ScWk 263 ScWk 283 ScWk 285	ScWk 222, 261, <u>or</u> 262 (3 units) ScWk 298 (3) ScWk 232 (5) <u>One</u> of the following Advanced Practice electives (3 units): ScWk 222 ScWk 261 ScWk 262 ScWk 251 ScWk 281 ScWk 272 (Summer) <u>One</u> of the following Advanced General electives (3 units): ScWk 224 ScWk 263* ScWk 283 ScWk 285 <i>* ScWk 263 is required for IV-E and PPSC</i>	ScWk 281 (3) ScWk 298 (3) ScWk 232 (5) <u>One</u> of the following Advanced Practice electives (3 units): ScWk 222 ScWk 261 ScWk 262 ScWk 251 ScWk 272 (Summer) <u>One</u> of the following Advanced General electives (3 units): ScWk 224 ScWk 263* ScWk 283** ScWk 285 <i>* ScWk 263 is required for PPSC</i> <i>** ScWk 283 is required for MHIP</i>
2nd Year Spring 12 (14 Units)	ScWk 223 (3) ScWk 250 (3) ScWk 298 (3) ScWk 233 (5)	ScWk 223 (3) ScWk 260 (3) ScWk 298 (3) ScWk 233 (5)	ScWk 223 (3) ScWk 280 (3) ScWk 298 (3) ScWk 233 (5)

Special Notes: See p. 3

Typical MSW – 3-Year Program (Total 63 Units, unit values are in parentheses) (Updated 3-21-11) INCOMING Fall, 2011 (Class of 2014)

Semester	Aging	Children, Youth, and Families	Health and Mental Health
1st Year Fall 10 (6 Units)	*** Regardless of Field of Practice, all 1st Year 3-Year MSW students take the following courses: ScWk 202 (3) ScWk 212 (3)		
1st Year Spring 11 (6 Units)	*** Regardless of Field of Practice, all 1st Year 3-Year MSW students take the following courses: ScWk 204 (3) ScWk 214 (3)		
2nd Year Fall 11 (10 Units)	*** Regardless of Field of Practice, all 2nd Year 3-Year MSW students take the following courses: ScWk 220 (3) ScWk 240 (3) ScWk 230 (4)		
2nd Year Spring 12 (10 Units)	*** Regardless of Field of Practice, all 2nd Year 3-Year MSW students take the following courses: ScWk 221 (3) ScWk 242 (3) ScWk 231 (4)		
Semester	Aging	Children, Youth, and Families	Health and Mental Health
2nd Year Fall 12 (17 Units)	ScWk 251 (3) ScWk 298 (3) ScWk 232 (5) one of the following Advanced Practice electives (3 units): ScWk 222 ScWk 261 ScWk 262 ScWk 281 one of the following Advanced General electives (3 units): ScWk 224 ScWk 263 ScWk 283 ScWk 285	ScWk 222, 261, <u>or</u> 262 (3 units) ScWk 298 (3) ScWk 232 (5) one of the following Advanced Practice electives (3 units): ScWk 222 ScWk 261 ScWk 262 ScWk 251 ScWk 281 ScWk 272 (Summer) one of the following Advanced General electives (3 units): ScWk 224 ScWk 263* ScWk 283 ScWk 285 <i>* ScWk 263 is required for IV-E and PPSC</i>	ScWk 281 (3) ScWk 298 (3) ScWk 232 (5) one of the following Advanced Practice electives (3 units): ScWk 222 ScWk 261 ScWk 262 ScWk 251 ScWk 272 (Summer) one of the following Advanced General electives (3 units): ScWk 224 ScWk 263* ScWk 283** ScWk 285 <i>* ScWk 263 is required for PPSC ** ScWk 283 is required for MHIP</i>
3rd Year Spring 13 (14 Units)	ScWk 223 (3) ScWk 250 (3) ScWk 298 (3) ScWk 233 (5)	ScWk 223 (3) ScWk 260 (3) ScWk 298 (3) ScWk 233 (5)	ScWk 223 (3) ScWk 280 (3) ScWk 298 (3) ScWk 233 (5)

Special Notes: See p. 3

SPECIAL NOTES	<ul style="list-style-type: none">• ScWk 272 also offered for Pupil Personnel Services Credential (PPSC) students only; would be taken the summer prior to the Final Year• When enrolled in practicum (field internship courses ScWk 230, 231, 232, and 233), students must also be enrolled in a practice course. These courses must be taken in sequence (i.e. 230 is a prerequisite for 231)• ScWk 222, 251, 261, 262, 272, 281 all have ScWk 220 and 221 as prerequisites.• ScWk 224, 263, 283, 285 and 287 (Practice with Substance Abuse) do NOT have prerequisites and may be taken early, but final year students will have priority if space becomes limited.• ScWk 287 is NOT officially counted towards satisfying the MSW degree requirements. Not all electives are offered each year.
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Course Descriptions

The following list of course numbers and descriptions, as well as the above outlines of typical full-time and 3-Year course plans will guide your enrollment into the appropriate classes to attain the MSW degree. Each semester, MSW Program class schedules will be distributed and additional information can be found through links on the University web site (www.sjsu.edu) and the social work web site (www.sjsu.edu/socialwork/).

ScWk 202 - *Social Policy and Services: History and Values*

History of social welfare and social work with emphasis on diverse populations, particularly Latinos, African Americans, and Asian Americans. Social policy and social work values in relation to practice issues and social services. (3 units.)

ScWk 204 - *Social Policy Analysis*

Frameworks for analyzing social policies using principles of social and economic justice. The role of policy in helping or deterring people in attaining well-being. Focus on diverse populations and populations-at-risk. (3 units. Prerequisite: ScWk 202.)

ScWk 212 - *Human Behavior in the Social Environment I*

Systems theory and the ecological model presented with transcultural perspectives from infancy through the end of adult life cycle. Emphasizes behavior of individuals and families, especially Latinos, African Americans, Asian Americans and other diverse and oppressed populations. (3 units.)

ScWk 214 - *Human Behavior in the Social Environment II*

Systems theory and the ecological model presented with transcultural perspectives. Emphasizes behavior in groups, communities, and organizations with a focus on Latinos, African Americans, Asian Americans and other diverse and oppressed populations. (3 units. Prerequisite: ScWk 212.)

ScWk 220 - *Transcultural Generalist Practice I*

Transcultural generalist practice with client systems, particularly individuals and families, at micro, mezzo and macro levels. Assessment, planning and implementing interventions within a professional relationship, utilizing a strengths perspective, focusing on Latinos, African Americans, Asian Americans and other diverse populations. (3 units. Must be taken concurrently with ScWk 230.)

ScWk 221 - *Transcultural Generalist Practice II*

Transcultural generalist practice with client systems, particularly groups, organizations and communities to enhance well-being. Approaches and skills to ameliorate conditions affecting people adversely, particularly those of diverse backgrounds and fields of practice. Emphasis on promoting social and economic justice. (3 units. Prerequisites: ScWk 220 and 230. Must be taken concurrently with ScWk 231.)

ScWk 222 - *Transcultural Multi-Systems Practice I: Family Systems Focus*

Transcultural multi-systems practice with an emphasis on family systems, diverse cultural patterns and varying family forms. Assessment of multi-systems interactions of communities and organizations with a focus on enhancing the health and well-being of marginalized populations and populations-at-risk. (3 units. If used as the Advanced Practice Course within the Children Youth, and Family Field of Practice, it must be taken concurrently with ScWk 232. Can also be an Advanced Practice Elective. Prerequisites: ScWk 220 and 221. Preference given to students in advanced year.)

ScWk 223 - *Transcultural Multi-Systems Practice II: Community Systems Focus*

Methods of community intervention at multiple levels focused on empowerment and developing the strengths of diverse groups, particularly Latino, African American, Asian American and other oppressed and marginalized populations. Includes community social work, assessment and interventions. (3 units. Prerequisites: ScWk 220 and 221. Must be taken concurrently with ScWk 233. Preference given to students in advanced year.)

ScWk 224 – *Transcultural Multi-Systems Practice: A Spanish/English Framework*

Analysis of cultural relevant services to linguistic minority Spanish-speaking population from a transcultural generalist perspective. Skills to include Spanish language interventions appropriate for cultural access, appropriate assessment, individual, family, and group interventions, and advocacy for clients systems at all levels. (3 units. An Advanced Practice Elective. Prerequisite: Pass preliminary Spanish language competency exam.)

ScWk 230 - *Social Work Practicum I*

Development of transcultural practice skills with families, groups, and individuals in their social contexts. Emphasis on developing professional roles and relationships, applying multi-systems assessment and interventions, particularly with Latino, African American, and Asian American clients/client systems. (2-5 units. CR/NC. Co-requisite: ScWk 220.)

ScWk 231 - *Social Work Practicum II*

Development of skills to differentially assess the strengths and capacities of interacting individuals, families, groups, organizations and communities. Application, termination and evaluation of problem-solving interventions from a transcultural generalist practice perspective. (2-5 units. CR/NC. Prerequisite: ScWk 230. Co-requisite: ScWk 221.)

ScWk 232 - *Social Work Practicum III*

Development of multi-systems practice skills with individuals, families, groups, organizations and communities from a transcultural 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. (2-5 units. CR/NC. Prerequisite: ScWk 231. Co-requisites: Advanced Practice Course within your Field of Practice.)

ScWk 233 - *Social Work Practicum IV*

Development of transcultural multi-systems practice skills in a field of practice: aging, children, youth, and families, health/mental health, or education. Developing culturally competent skills to assess, plan, implement, and evaluate interventions from transcultural and strengths perspectives to address family and community well-being. (2-5 units. CR/NC. Prerequisite: ScWk 232. Co-requisite: ScWk 223.)

ScWk 240 - *Research Methods and Design*

Scientific method and problems of knowledge. Basic concepts and models of research methodology, qualitative research, program and practice evaluation in social work. Critical analysis of existing research on diverse and oppressed populations. (3 units. ScWk 240 also serves as an evaluative course to pass the university's Professional Writing Competency policy.)

ScWk 242 - *Research Methods, Data Analysis, and Evaluation*

Basic concepts and models for research methodology applied to the analysis of data in social work. Emphasis on quantitative analysis, using statistics software. Qualitative research is also incorporated. (3 units. Prerequisite: ScWk 240.)

ScWk 245 - *Management in Human Services*

The organization and continuous operation of service delivery systems including the functions of management, decision-making, communication, authority, delegation, planning, and staffing. (3 units. An Advanced General Elective.)

ScWk 246 - *Supervision and Consultation*

Focuses on the knowledge and skill base of the social worker in supervision and consultation. Identification and analysis of the functions of the social worker as supervisor and consultant. (3 units. An Advanced General Elective.)

ScWk 250 - *Policy Practice in Aging*

Critical analysis of the impact of policies on older adults and their families, particularly Latinos, African Americans, Asian Americans and other diverse and oppressed populations. Assessment of organizations and policy implementation. Development of strategies to promote well-being and social change. (3units. Prerequisite: ScWk 204. Preference given to students in advanced year.)

ScWk 251 - *Social Work with Aging Populations*

Knowledge and skill development for transcultural multi-systems perspective in aging settings. Emphasis on Latino, African American, Asian American and other diverse and oppressed populations. Conceptual frameworks for practice at micro, mezzo, and macro levels. (3 units. If used as the Advanced Practice Course within the Aging Field of Practice, it must be taken concurrently with ScWk 232. Can also be an Advanced Practice Elective. Prerequisites: ScWk 220 and 221. Preference given to students in advanced year.)

ScWk 260 - *Policy Practice in Child and Family Welfare*

Critical analysis of the impact of social policies on children and families, particularly those who are Latinos, African Americans, Asian Americans, and diverse and oppressed populations. Assessment of organizational structure and policy implementation. Development of strategies to promote well-being and social change. (3 units. Prerequisite: ScWk 204. Preference given to students in advanced year.)

ScWk 261 - *Social Work Practice with Children*

Skills and knowledge in working with high-risk children and families from a transcultural multi-systems perspective. Focus on understanding of child and family development as well as assessment and intervention at various levels in a transcultural context. (3 units. If used as the Advanced Practice Course within the Children, Youth, and Family Field of Practice, it must be taken concurrently with ScWk 232. Can also be an Advanced Practice Elective. Prerequisite: ScWk 220 and 221. Preference given to students in advanced year.)

ScWk 262 - *Social Work Practice with Adolescents*

Skills and knowledge in working with diverse populations of high-risk adolescents from a transcultural multi-systems perspective. Focus on understanding adolescent and family development as well as assessments and interventions at various levels in a transcultural context. (3 units. If used as the Advanced Practice Course within the Children, Youth, and Family Field of Practice, it must be taken concurrently with ScWk 232. Can also be an Advanced Practice Elective. Prerequisite: ScWk 220 and 221. Preference given to students in advanced year.)

ScWk 263 - *Social Work and the Law*

Analytical skills to understand the legal system, its functions, organization, jurisdiction and case processing methods. An examination of the legal environment of social work practice in selected settings: domestic violence, child abuse and neglect, sexual abuse and education. (3 units. An Advanced General Elective. Required for Title IV-E and PPSC Students. Preference given to students in advanced year.)

ScWk 272 – *Social Work in Educational Settings*

Examines the promotion of well-being and social change, with emphasis on attainment of educational goals. Individual and family needs are explored in the context of educational policies, organizational dynamics, pupil adjustment and assessment, life cycle development, and advocacy. Prerequisite: SCWK 212, SCWK 214, SCWK 220, SCWK 221. Required for PPSC Students. Preference given to students in advanced year.)

ScWk 280 - *Policy Practice in Health/Mental Health*

Critical analysis of the impact of health/mental health policies on populations-at-risk, particularly those who are Latinos, African Americans, and Asian American. Assessment of organizations and policy implementation. Development of strategies to promote well-being and social change. (3 units. Prerequisite: ScWk 204. Preference given to students in advanced year.)

ScWk 281 - *Social Work in Health/Mental Health*

Knowledge and skill development for multi-systems practice in health/mental health settings. Emphasis on Latino, African American, and Asian American clients/client systems interacting with service delivery systems. Conceptual frameworks for practice at micro, mezzo and macro levels. (3 units. If used as the Advanced Practice Course within the Health/Mental Health Field of Practice, it must be taken concurrently with ScWk 232. Can also be an Advanced Practice Elective. Prerequisite: ScWk 220 and 221. Preference given to students in advanced year.)

ScWk 283 - *Psychopharmacology for Social Workers*

Historical trends and specific transcultural and lifespan issues of psychotropic medications, alcohol and drug use are presented. Psychotherapeutic drugs and the pharmacology basis of medicines for psychiatric disorders and evidence-based treatment interventions for substance abuse will be discussed. (3 units. An Advanced General Elective. Required for MHIP Students.)

ScWk 285 - *Social Work and Social Problems*

Examination of selected social problems related to the direct practice of social work that focuses on in-depth knowledge of the problems and of the required direct practice skills and techniques. (3 units. An Advanced General Elective.)

ScWk 287 – *Transcultural Multi-Systems Practice in Substance Abuse*

An in-depth examination of major clinical issues in work with alcoholics and families. Analysis of major treatment methods including individual therapy, education, group therapy and conjoint family therapy with an exploration of socio-cultural variables as they affect assessment and treatment. (1 to 3 units. An elective.)

ScWk 298 - *Special Study*

Planning and implementation of research practica emphasizing culturally appropriate measures and design strategies. Students produce a professionally written evaluation study demonstrating understanding of the knowledge base underlying social work interventions. (1 to 3 units. CR/NC. Prerequisites: ScWk 240 and 242.)

ScWk 299 - *Master's Thesis*

Prerequisite: Admission to candidacy for the Master's degree in Social Work, and approval of the School's Research Committee. (1 to 3 units. CR/NC. Prerequisites: ScWk 240 and 242.)

***** Note that not all electives are offered each year, and under-enrollment or budget issues may result in the unavailability of certain courses.**

General Status and Curriculum Policies

Change in Full-Time and 3-Year Status, and Request for Program Extension

Students are admitted either to full-time or 3-Year status with corresponding programs of study and course plans (see Course Plans for the MSW Degree section above). Any variance from the prescribed program of study or course plan must be formally requested in writing and approved by the MSW Graduate Advisor, including transfer from full-time to 3-Year status and extensions of 3-Year course plans beyond 3 years. Note that you should complete the MSW Program in a timely fashion as courses are only valid for 7 years.

Transfer of Credits and Course Substitution

MSW students are subject to the University's policies for Graduate Programs (refer to Graduate Degree Information in the university catalog). All program and school policies regarding general status and course substitutions must abide by University level policies. A list and description of University policies can be found through the Graduate Admissions and Program Evaluations Office (GAPE) web site:

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

When the school's policies are more restrictive than the University's, those of the school are enforced.

Request for Transfer of Credits from Another Graduate or MSW Program. MSW students may request transfer of credits earned from another MSW Program towards the MSW degree. These requests must be submitted to the MSW Graduate Advisor immediately upon application and entry into the MSW Program, and must follow all University and program policies, including:

1. That the credits requested for transfer were earned from a CSWE-accredited MSW Program;
2. That the credits remain valid under the 7-year course validation rule; and
3. That the number of units requested for transfer not exceed 12 total.

In addition, the MSW Program specifies that:

4. Field practicum and foundation practice sequence courses are not subject to waiver; and
5. Advanced-year courses are not subject to waiver.

The *Request for Validation Transfer Credit* form and other key forms for graduate students can be accessed on-line at:

<http://www.sjsu.edu/gape/forms/>

Substitution of Core Courses. The SJSU policy in relation to exemption from course requirements states:

It is also possible that work already completed at another institution or some type of special preparation may be used to fulfill course content requirements at SJSU. If approved by the School the candidate may be allowed to substitute alternate courses or special preparation for courses listed as required for completion of that degree. The total unit requirement for the degree will remain unchanged. Course credit by examination is not available to graduate students. <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-2183.html>

Although all MSW students are expected to complete the same foundation-level courses, in special circumstances appropriate elective courses may be substituted with approval of the MSW Graduate Advisor. Final approval is granted through the university. Eligibility for course substitution and procedures for seeking such substitution are:

1. The School of Social Work offers an opportunity to substitute 1 to 3 of the 3 following classes for an appropriate social work graduate elective class or equivalent:

ScWk 202 - Social Policy and Services: History and Values
ScWk 212 - Human Behavior in the Social Environment I
ScWk 240 - Research Methods and Design

2. To qualify, MSW students must:

- a. Have a BASW from a CSWE-accredited program earned within the last 7 years.
- b. Have a minimum overall GPA of 3.3 in the social work/social welfare major
- c. Have an A or A- in at least one of the following BASW classes:

Foundation BASW Policy	(potential substitute for ScWk 202)
Foundation BASW HBSE	(potential substitute for ScWk 212)
Foundation BASW Research	(potential substitute for ScWk 240)*

* Note that if student requests to substitute ScWk 240, he/she must consider how to pass the graduate-level writing competency requirement

- d. At the discretion of the Sequence Chair, to pass an oral exam (i.e., discussion of relevant concepts) or written exam to support area content competency.
- e. Select 1 to 3 graduate-level course(s) to replace in which the A or A- was earned and competency test passed.
- f. Request this course substitution via a formal memo to the MSW Graduate Advisor in advance of the first of first semester of the program. In no longer than one page:
 - 1) Identify the course(s) in our program to substitute
 - 2) Identify the course(s) already taken. Please attach the course syllabi and examples of work completed for that class.

- 3) Identify and describe the course(s) proposed as a replacement. This course may be any 3-unit, 200-level SJSU class meeting learning objectives related to the MSW curriculum. This course must also be taken for a letter grade, i.e., not on a pass/no pass option. This course may be taken in any semester prior to graduation in order to meet the 54-unit MSW degree requirement.
3. MSW students who completed an undergraduate HBSE, policy, or research course from a non-CSWE accredited program may also request to substitute courses under similar procedures outlined above. These requests will be evaluated on a case-by-case basis. Students must document that these course(s) taken meet learning objectives related to the MSW curriculum.
4. Students who qualify for course substitution will be notified in writing by the MSW Graduate advisor upon confirmation by the university.

Adherence to University Policy.

All program and School policies regarding general status and course substitutions must abide by University level policies. A list and description of University policies can be found through the Graduate Admissions and Program Evaluations Office (GAPE) web site:

<http://www.sjsu.edu/gape/index.htm>

Academic Policies and Procedures

Professional and Academic Advising for MSW Students

With the assistance of the social work faculty, the MSW Graduate Advisor has the responsibility for providing academic and professional advisement. Faculty and the MSW Graduate Advisor are available to help with:

1. **Course and Program Issues and Procedures:** the development and formulation of his/her academic course plan and assistance in late or retroactive course adds and drops
2. **Leaves of Absence or Withdrawals from the University:** the assistance in guiding students through the process of leaves of absence and withdrawals from the University due to illness, family emergencies, or other substantiated circumstances which require absence from the MSW Program
3. **Forms and Procedures for Graduation and Earning the MSW:** filing of appropriate forms for advancement to candidacy, courses substitution, and award of the MSW degree
4. **Professional Advisement:** offering guidance in students' professional development, including advice on potential career opportunities, vocational plans, additional education and doctoral programs, and employment
5. **Professional and Academic Concerns:** addressing issues concerning students' successful completion of the MSW degree, including academic performance, fitness for the profession, and ethical conduct.

Before contacting the MSW Graduate Advisor, social work graduate students should first contact their assigned faculty member for academic and professional advice. If the concern is field related, please first contact your Faculty Field Liaison (FFL) before contacting the Field Education Director. The list of assigned advisors will be distributed or posted on-line. Faculty advising and contact information is also contained in this handbook.

Concerns about the MSW Program

Students may contact the Social Work Program Director or the MSW Program Coordinator regarding concerns about the MSW Program.

General University and MSW Program Grading Policy

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

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.

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 or theses (ScWk 298/299), and for field practicum courses (ScWk 230, 231, 232, 233). As recommended by departments and approved by the College Dean, other courses may incorporate a Credit/No Credit grading pattern. However, the number of Credit/No Credit units that can apply to a Master's degree is limited by University policy.

Grade Point Average. Graduate students must maintain at least a 3.0 grade point average to remain in the program and to receive the MSW degree. The grade point average is computed by dividing the total number of grade points (determined by letter grade), by the total number of graded units completed. Credit/No Credit graded courses are not considered in computing grade point averages.

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.

Graduate Admissions and Program Evaluations Office (GAPE). The GAPE office and web site provide detailed information about various policies. Please review the information at:

<http://info.sjsu.edu/static/catalog/graduate.html>

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 MSW Graduate Advisor. 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

Social Work Professional Writing Competency Policy

Students admitted after September 1, 1987, must comply with the English Competency policy adopted by the Academic Senate of SJSU (S94-7). This 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." In addition to these admission requirements, "...each department may establish its own criteria within these policy guidelines and candidates must abide by the department decision."

Current Implementation of Policy

1. In the MSW Program the Professional Writing Competency policy is that all students must successfully pass a written assessment assignment administered in ScWk 240. This policy applies to all students, including those who have already passed:
 - English 100W (or equivalent).
 - The WST exam.
 - TOEFL
2. Transfer students from other graduate programs within or outside the state of California, as well as BASW students who are substituting another course for ScWk 240, must also complete the written assessment assignment.
3. If a student is deficient in writing ability, the student will be referred to the Graduate Advisor to develop a remedial plan. The student may also be reassessed in ScWk 242.
4. Students must successfully complete the Professional Writing Competency requirement before they can be advanced to candidacy with Graduate Studies & Research during fall semester of their final year. Students must also successfully complete this requirement prior to enrolling in ScWk 298.

(Revised Policy Adopted by School of Social Work Faculty, Fall 2005)

Admission to Candidacy for the MSW Degree

Students who have completed matriculation and received Classified Standing in the MSW degree curriculum must be admitted to candidacy for the degree. The following qualifications and procedures are necessary:

1. Students must meet the Professional Writing Competency requirement before advancement to candidacy.
2. Students must fulfill the Human Biology requirement before advancement to candidacy.
3. At the time the student applies for admission to candidacy for the Master of Social Work degree, his/her grade point average for all courses taken after the receipt of his/her bachelors degree must be at least 3.0 (B). A student is not admitted to candidacy unless all units in the first year of the graduate program are completed. Students who carry an "Incomplete" grade in a first year required course will not be permitted to apply for candidacy.
4. After satisfactory completion of any required examinations and attainment of the grade point criteria noted above, the student submits the *Departmental Request for Candidacy and Graduate Degree Program* form to the MSW Graduate Advisor. This form is the student's formal request for admission to candidacy and becomes the student's official "program of study" listing all courses needed to complete the requirements for the MSW degree. All MSW students in their final year of study must file this form no later than the second Tuesday in September. The form is available on-line:

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

The proposed program of study is in effect a contract between the student and the University, and must meet the following requirements:

- a. Contain the required total of 63 units required for the degree;
- b. List required social work classes according to the specified course plan for the MSW degree;
- c. Include appropriate course substitutions, if applicable, for any requirement approved by the MSW Graduate Advisor;
- d. Include appropriate courses from other institutions, if applicable, for any requirement approved by the MSW Graduate Advisor and by the Graduate Admissions and Program Evaluations Office (GAPE). Approval of already completed courses in other MSW degree programs must be requested the MSW Graduate Advisor immediately upon entry into the MSW Program;
- e. Include at least 80% of coursework for the degree completed in-residence;
- f. Not include units earned through extension or correspondence from other institutions, as these credits are not acceptable in a graduate program of study;
- g. Include no more than six (6) semester units of non-graded coursework (CR/NC) for a thesis (ScWk 299) or special study (ScWk 298) applicable toward the degree;

- h. Include no more than 40% Credit/No Credit (CR/NC) units of the total 63 units required for the MSW degree. Specifically, in the MSW Program, the maximum allowable is 20 units Credit/No Credit, of which 12 units in field practicum and 3 units in ScWk 298 already total 15.
5. The program of study submitted by the student to the MSW Graduate Advisor is next reviewed by the Graduate Admissions and Program Evaluations Office (GAPE). The student is notified by letter from this office if the program of study is accepted, and clears the student for graduation.

Application for the Award of the MSW Degree

After the University notifies students that they have been advanced to candidacy for the MSW degree, MSW students in their final year of study must next file the *Application for Award of Master's Degree* form with the Graduate Admissions and Program Evaluations Office (GAPE) prior to the second Monday in February. The form is available on-line:

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

Official Changes in Student's Approved Program of Study

To make official changes (course substitutions) in the official program of study documented on the approved *Departmental Request for Candidacy and Graduate Degree Program* form, a *Request for Course Substitution* form must be submitted to the MSW Graduate Advisor and approved by the Graduate Admissions and Program Evaluations Office (GAPE). Such changes in the program of study must be submitted with sufficient advance notice to meet graduation deadlines. The *Request for Course Substitution* form and other key forms for graduate students can be accessed on-line at:

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

Completed Requirements for the MSW Degree

After being admitted to candidacy for the MSW degree, the student is then required to:

1. Maintain a grade point average of at least a 3.0 (B) in completing requirements listed in the approved program of study. No deviations from the specified course plan are allowed without request and approval from the MSW Graduate Advisor.
2. Complete all courses on the approved program of study with grades of A, B, C, or CR. A grade of C- or lower, or W, UW, or NC in any course is considered unacceptable. Courses on the approved program of study with unsatisfactory grades must remain on the program and will continue to be computed in the student's official grade point average. However, the candidate may petition through the MSW Graduate Advisor to add another course to the approved program of study with unit value equivalent to that of the course in which the unsatisfactory grade was received.
3. Complete an acceptable project (i.e., Plan B through ScWk 298) unless approved for a thesis (Plan A through ScWk 299) by the Social Work Research Sequence Chair.
4. Complete all work on the approved program of study within seven years preceding the award of the degree. If courses become outdated, the student should consult the

University Catalog regarding the “Seven-year Time Limit on Courses” to determine if corrective action may be taken.

5. File the *Application for Award of Master’s Degree* form with the Graduate Admissions and Program Evaluations Office (GAPE) prior to the second Monday in February. The form is available on-line:

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

Failure to Achieve a 3.0 Grade Point Average

If a graduate student does not complete his/her MSW degree with a minimum of a 3.0 (B) grade point average, the University or the MSW Program may (1) terminate the candidacy and be disqualified from the MSW Program or (2) allow him/her to take additional courses in addition to the approved program of study in an attempt to raise the grade point average to the minimum 3.0. Students in this situation should refer to University policy (please see the SJSU catalog or web site) and consult with the MSW Graduate Advisor.

Probation and Disqualification

The School’s policies about probation and disqualification are congruent with the university’s policies, which are described below, beginning on page 38.

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 SJSU Catalog or visit the web site:

http://sjsu.edu/hr/equitydivers/equal_opp_laws.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. The Disability Resource Center (DRC) at San José State University has been established to provide comprehensive accommodations and services to both students and faculty. The Center is located at room 110 of the Administration Building. For more information about the center please call the center or visit the web site:

Disability Resource Center (DRC)
(408) 924-6000 (Main Office)
(408) 924-6542 (Deaf and HoH)
(408) 808-2123 (ATC)
<http://www.drc.sjsu.edu/>

Please also visit the following web site for policies and guidelines:

http://www.drc.sjsu.edu/about/policies_guidelines.htm

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 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 Director of the School of Social Work require student evaluations of instruction. With the exception of field courses, 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. For field courses, a series of evaluations are scheduled once a year in the spring semester. The School of Social Work also seeks written comments from students to guide the faculty in improving instruction.

Non-Discrimination Policy

San José State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veterans or Vietnam veteran's status. This applies to all SJSU student, faculty, and staff programs and activities. Questions regarding this policy should be directed to the Director of the Office of Equal Employment Opportunity/Affirmative Action, Administration Room 112, 408-924-1115.

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 graduate standards of written work throughout the curriculum, the faculty has adopted the following policies in grading/evaluation of all written work.

Social Work is an applied discipline in which students are expected to think about and analyze material conceptually, critically, and practically. Coursework (reading, preparation, papers, and presentations) is expected to be carried out in a professional manner. The course grade is determined by the ability to use proper syntax and to express ideas clearly. Evaluation criteria for written work in the MSW Program encompass five areas: critical thinking, conceptual ability, communication, research, and application. These criteria are stated and included in the syllabi (green sheets) for all courses.

Students are responsible for obtaining a current copy of the APA (American Psychological Association) Publication Manual and use 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 word processed or manually typed) and properly documented with appropriate citation of materials. The APA Publication Manual is a guide to professional writing that sets standards and instructions for punctuation, spelling, quotations, footnotes, and reference citations. It provides not only rules for the preparation of manuscripts but identifies rules for avoiding plagiarism.

- 2. Academic and Professional Integrity:** Academic dishonesty is defined as plagiarism and cheating. In courses where letter grades (A, B, C, D, F) are assigned, academic sanctions and the process for achieving them are described in the SJSU Catalog. In both letter and non-letter graded courses (where CR/NC is assigned) any actions, decisions, and behavior reflecting unprofessional conduct within the values and ethics of the profession may be considered by a social work faculty member as an indication of questionable fitness for the profession and the faculty member may institute the process of review indicated below.
- 3. Evaluation of Fitness for the Profession:** The MSW degree is not awarded solely on the basis of credits earned, but requires evidence of competence both in academic performance and in meeting the MSW Program standards of fitness for the profession. The Social Work program has adopted the following criteria as a 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 in the field, while in the MSW Program.

The MSW Program at SJSU has adopted several criteria for assessing fitness for the profession. These criteria are used to evaluate a student's performance, attitudes, and values while in the MSW Program.

FITNESS FOR THE PROFESSION CRITERIA

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, in the professional judgment of a faculty member, a student is deficient in one or more of these areas, the deficiency will be discussed with the student and a record kept of that discussion. If, after a reasonable length of time the student has not addressed the deficiencies, the MSW Graduate Advisor should be notified, as well as the Field Education Director if the issue concerns performance while at internship. After reviewing the situation, any of the aforementioned faculty members may request the

Academic and Professional Standards Committee² to review written records and confer with the student. The findings and recommendations of the Academic and Professional Standards Committee, which may include a recommendation to the University for Administrative-Academic Probation, Administrative-Academic Disqualification from the program, or some other resolution of the problem. Findings of the Committee should be submitted in writing to the Social Work Program Director, with a copy to the student. (Policy adopted 12/78 by Social Work Program Faculty, SJSU).

Master in Social Work Program Grading and Related Policies

- 1. Attendance:** Students are expected to attend classes, including field 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.

Faculty are expected to notify the Director of the School of Social Work or the MSW Program Coordinator 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 and the Faculty Field Liaison 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 or professional 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, including recommendations for addressing concerns. A copy of this form is also given to the Graduate Advisor, MSW Program Director, and Field Director, and a copy placed in the student file.

Receipt of a Notification of Academic or Professional Concern is an alert to the student that his/her performance is not at an acceptable level and that corrective action is needed. Students 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, for improvement.

- 3. Incomplete Grades:** An "incomplete" grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and there is still a possibility of earning credit. 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. In the School, the thirteenth week of instruction is the beginning date for

²The Academic and Professional Standards Committee is composed of the MSW Program Coordinator, the Undergraduate Program Coordinator, and the Director of Field Education. This committee acts on behalf of the School's Director and makes recommendations to the Director on matters brought to the committee's attention.

instructors to give “Incomplete”, if the student qualifies under the School’s policy. MSW students may request a grade of incomplete (I) only if the following criteria are met:

- a. The student must have a passing grade in course work completed to date, and
- b. 75% of the work for the course must be completed

Social Work instructors who grant a grade of Incomplete must complete the *Incomplete Grade Form* in its entirety and submit a copy of the form to the Program Secretary and MSW Graduate Advisor for placement in the student’s file. 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. Students should not assume that incomplete grades are automatically awarded.

University policy allows for Incompletes to be resolved within one calendar year from the end of the term during which the Incomplete was assigned. However, in the Graduate Social Work Program, due to pre-requisite requirements and the set sequence of many required courses, students must complete all Incomplete Grades by the first week of the subsequent semester in order to complete the program in a timely fashion..Exceptions must be approved by the Graduate Advisor.

For courses that span an entire year, such as ScWk 298, the grade of “RP” (Report in Progress) will be used instead of an Incomplete. The use of an “RP” grade indicates that work was not fully completed but still allows the student to enroll in the subsequent semester for ScWk 298.

Important Note: failure to resolve an Incomplete or an “RP” grade within the university-allowed time period will result in an automatic course failure, which will affect the overall GPA.

4. **Academic Probation Status for Graduate Students:**

There are two types of probation – Academic Probation and Administrative-Academic Probation.

a. Academic Probation

A student is placed on Academic Probation status automatically if the student’s Grade Point Average (GPA) falls below 3.0. The Office of Admissions and Records will notify students who are placed on probation of that fact at the time semester grades are posted.

Academic probationary status shall require completion of a plan written and signed by the student and Graduate Advisor, with copies for the student, Social Work Program Director, MSW Program Coordinator, Field Education Director, and student file, which indicates when and how deficiencies will be made up. This plan must contain a provision to bring the overall GPA up to minimum standards.

Graduate students are cleared from probation if the grade-point average is corrected to a “B” or better the semester following first notification of probationary status. Graduate students shall be so notified by the University that their probation has been cleared.

***** It is the student’s responsibility to check his/her academic record and to remain in good academic standing.**

b. Administrative-Academic Probation

Upon notice by the coordinator of the graduate or post-baccalaureate program where the student has been placed on administrative-academic probation, the student may be disqualified from further attendance by the Associate Vice President for Graduate Studies and Research if:

- i. Non-approved withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms;
- ii. Failure to make satisfactory progress toward the graduate objective. This would include (but not limited to) the assignment of a “C-“ grade or lower in one or more courses (regardless of GPA). In the event a grade of “C-“ is assigned, the student with agreement by the Graduate Advisor must develop a plan to re-take the required course for which the student received a “C-” or below at the next possible opportunity (e.g. the next semester the same course is offered). Note—prerequisite rules may apply for other courses until the initial course is retaken.
- iii. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all graduate social work students. This would include failure to complete a required practicum field placement, to complete specific requirements of the practicum field placement, the receipt of a “No Credit/NC” grade in the Field practicum, and/or having been evaluated as not meeting “readiness for the profession” criteria as described elsewhere in this Handbook.

Notice of these reasons for administrative-academic probation is provided to the Associate Vice President for Graduate Studies and Research by the Graduate Program Coordinator. They will be provided with the conditions for release from probation and the circumstances that would lead to disqualification should probation not be released.

5. Disqualification

a. Academic Disqualification

A graduate student who is on academic probation is subject to disqualification if he or she fails to earn better than a 3.0 grade-point average each term until the

required 3.0 grade-point average is again established. This requires enrollment in at least one letter-graded course in each term that the student is on probation.

b. Administrative-Academic Disqualification

Upon notice by the coordinator of the graduate or post-baccalaureate program where the student has been placed on administrative-academic probation, the student may be disqualified from further attendance by the Associate Vice President for Graduate Studies and Research if:

- i. The conditions for removal of administrative-academic probation are not met within the period specified;
- ii. The student becomes subject to academic probation while on administrative-academic probation;
- iii. The student becomes subject to administrative-academic probation for the same or similar reason for which he or she has been placed on administrative-academic probation previously, whether or not the student is currently in such status.

When administrative-academic disqualification occurs the Associate Vice President, Graduate Studies and Research, will instruct the student regarding possible alternatives to the program for which the student is no longer eligible.

6. **Reinstatement Following University Disqualification** (from SJSU Catalog, 2010-2012)

Following notice of disqualification, the graduate student should obtain a **Petition for Reinstatement**. The form indicates that there are four categories by which a student can be reinstated: extenuating circumstances, special consideration, grade change, and program of study.

a. Extenuating Circumstances

Similar to the appeal process for probation or disqualification, a request for reinstatement due to extenuating circumstances must meet the conditions indicated above for that process. The petition is submitted along with evidence of the circumstances and their role in the decline in scholastic performance. After securing the requisite signatures, the form is submitted to the Associate Dean of the College of Applied Sciences and Arts. The college Associate Dean approves or denies the reinstatement, and the student is informed of the decision on MySJSU. All reinstatement petitions are reviewed by the Associate Dean of Graduate Studies & Research, who has the authority to rescind the disqualification, that is, to remove any designation of the disqualification that would appear in the permanent record (transcript).

b. Special Consideration

This category is reserved for individuals who have been absent from the university usually for five or more years and who have in that time achieved a renewed sense of purpose through job activities or through increased maturity that would prompt a greater chance of academic success. Often this request is accompanied by a switch in major from that in which the disqualification occurred. Reinstatement on the basis of special consideration can be awarded by an Associate Dean of the college in which the student's program resides or by the Associate Dean of Graduate Studies & Research.

c. Change of Grade

If a grade that was changed results in an increase in the semester GPA to above 3.0 or in the cumulative GPA to 3.0 or above, the student may qualify for reinstatement in this category. The Change-of-Grade form must be submitted by the department office directly to the Office of the Registrar by the drop deadline of the following spring or fall semester. Extension of this deadline will be considered only when there is documentation of the student's attempt(s) to contact both the instructor and the department chair and only when the late submission of the change-of-grade form is clearly shown to be beyond the student's control. If these conditions are met, the disqualification (or probation) is rescinded. If the conditions are not met, even if the grade is subsequently changed and the GPA elevated, the probationary or disqualified status will remain unchanged.

d. Program of Study

The most common grounds for reinstatement is the completion of a program of study. A student must confer with the graduate advisor to develop a schedule of classes appropriate to the student's major. **The department has the discretion whether or not to provide a program of study for reinstatement.** The courses must amount to a minimum of 6 and maximum of 9 units per semester and be letter graded, upper division (100-level), and taken through Open University or SJSU's Extended Studies winter or summer session. The 100-level courses may or may not be part of the graduation requirements for the student's degree program. The advisor may require more than 6 units of course work. Graduate (200-level) courses are not permitted on the program of study, and disqualified students cannot enroll in 200-level courses. Under no circumstances will courses be accepted that were taken prior to approval of the program of study via submission of the Graduate Petition for Reinstatement. Also precluded from the program of study are extension courses taken at another university, 300-level or 400-level courses taken through SJSU Extended Studies, and lower-division courses. The program of study must include work applicable to the major. If the student plans to pursue a different degree program upon readmission to the university, the program of study must be applicable to the new major, be developed in conjunction with the graduate advisor of the new major, and demonstrate the student's capacity to complete the new graduate degree requirements. Once the program of study has been completed such that the student earns a minimum grade point average of 3.3 ("B+"), he or she will be

reinstated and, after reapplication to the university, readmitted to the university and department.

Reinstatement is not allowed for a second disqualification. Unless extenuating circumstances can be cited that result in rescinding the second disqualification, a Petition for Reinstatement will not be accepted from students who have been disqualified more than once.

Unless the disqualification is rescinded as above, reinstated students must apply to the university and department for readmission. Reapplication via www.csumentor.edu can be done during the semester in which the program of study is underway or in which the reinstatement petition is being considered. The application will be placed on hold at Graduate Admissions and Program Evaluations until a decision on the petition is made or until the program-of-study grades are posted. Under most circumstances, a department is expected to readmit students who have successfully completed programs of study signed off by that department. Disqualified, reinstated students seeking readmission are, nevertheless, subject to the same enrollment limitations and admission application requirements as all other applicants.

***** If a student is disqualified for a second time, there is no possibility of reinstatement at San José State University.**

7. Grade Reviews and Procedures

Students have the right to request a review of grades that they believe have been awarded unfairly, arbitrarily, or capriciously. The MSW Program provides such review and for making decisions on them. The initiation in good faith of a request for grade review should cast no reflection on the standing of either the student or the faculty member involved. At any point in this process the students also have available to them the university's Ombudsman through the Division of Student Affairs.

A review of a grade for any course where a letter grade (A, B, C, D, F) is recorded begins with an effort by the persons involved to resolve the problem directly. If the student and faculty member cannot agree, a request for a grade review may be initiated to the Academic and Professional Standards Committee that involves the student, the MSW Graduate Coordinator, the Instructor, and the student's Faculty Advisor. The formal grade appeal process must be initiated within four weeks of the award of the grade (See SJSU Catalog).

A grade appeal for any course where a non-letter grade (CR/NC) is recorded begins with an effort by the persons involved to resolve the problem directly. If the student and faculty member cannot agree, a formal appeal must [why "must"?] be initiated to the Academic and Professional Standards Committee that involves the student, the MSW Graduate Advisor, and the instructor. The formal grade appeal process must be initiated within four weeks of the award of the grade.

Steps prior to the initiation of a formal appeal of CR/NC:

- a. The student discusses the concern with the specific instructor in an attempt to clarify the issues and to engage in mutual problem solving. If the situation is not resolved,
- b. The student then consults with their Faculty Advisor or MSW Graduate Advisor for information and counsel about how to proceed. After exploring options, the student may decide to file a formal appeal.

Steps in the formal CR/NC grade appeal process:

- a. The student puts the appeal in writing, consulting with the MSW Graduate Advisor. Relevant documentation should be attached.
- b. The written appeal is submitted by the student to the instructor and to the MSW Graduate Advisor, with a copy to the Director of the School of Social Work.
- c. The instructor responds in writing within one week, sending a copy of her/his response to the student, to the Academic and Professional Standards Committee, and to the Director of the School of Social Work. Any relevant documentation (e.g., course outline, grade report, evaluation forms, etc.) must be attached.
- d. Upon receipt of completed materials, the Academic and Professional Standards Committee schedules a confidential hearing within one week. The hearing is attended by the instructor, the student, a representative (if requested by the student), and members of the Academic and Professional Standards Committee. A lawyer may not be present at this stage of the process.
- e. The Academic and Professional Standards Committee submits all the documentation and its recommendations in writing to the Director of the School of Social Work. A copy of the recommendations is also sent to the MSW Graduate Advisor.
- f. The Director of the School of Social Work communicates the decision in writing to the student, the faculty, and the MSW Graduate Advisor, with a copy to the Professional Standards Committee.

8. Student Grievances

Students may file a grievance or complaint against a student, staff or faculty member alleging violation of the Code of Conduct or the NASW Code of Ethics. The MSW Program has an obligation to provide procedures for hearing such appeals and for making decisions on them. The initiation in good faith of an appeal should cast no reflection on the standing of either the student or the faculty involved. Students who wish to file a grievance alleging professional misconduct of faculty members or other students should follow the process outlined below, which is intended to facilitate a fair hearing:

- a. Initially the aggrieved student should schedule an appointment with the faculty member of concern and discuss the issue openly if the student feels s/he has

been unjustly and/or improperly treated, or has other complaints with regard to the behavior of an instructor or another student in academic situations.

- b. If this discussion does not result in a satisfactory solution, the student should then discuss the matter with the MSW Graduate Advisor, or a faculty member designated by the Director of the School of Social Work, if a conflict of interest with the MSW Graduate Advisor is present.
- c. Following this discussion with the Graduate Advisor or designated faculty member, the student may decide to file a formal appeal. The student should submit a written appeal to the chairperson of the Academic and Professional Standards Committee, with a copy to the Director of the School of Social Work and to the instructor for her/his information. Relevant documentation should be attached.
- d. The instructor responds in writing within one week, sending a copy of the response to the student, to the Academic and Professional Standards Committee, and to the Director of the School of Social Work. Any relevant documentation (e.g. course outline, grade report, etc.) should be attached.
- e. Upon receipt of completed materials, the Academic and Professional Standards Committee schedules a confidential hearing within one week with the student and/or the faculty member. The student may bring an informal advocate to this meeting. A lawyer may not be present at this stage of the process.
- f. The Standards Committee submits all the documentation and its recommendations in writing to the Director of the School of Social Work. A copy of the recommendations is also sent to the student and to the MSW Graduate Advisor.
- g. The Director of the School of Social Work communicates the final decision in writing to the student, with a copy to the faculty involved, the Academic and Professional Standards Committee, and the MSW Graduate Advisor.
- h. If the student is still not satisfied, then s/he may initiate the formal process to have the matter reviewed by the University Ombudsperson through the Division of Student Affairs, the University Fairness Committee or the University Ombudsman. (Note: these University resources are available to students at any time in the problem resolution process.)

MSW Degrees and Diplomas

Conferral of the MSW Degree

After all proper paperwork has been filed by the student and cleared by the University, the successful completion of the required 63 units of coursework, and fulfillment of all requirements, the MSW Degree is awarded. **The University, not the MSW Program, awards the degree. Although the graduation ceremony and commencement occur at the end of May, students typically must wait an additional 1-3 months before the MSW Degree is officially posted on transcripts and diplomas awarded.** This waiting period is due to the time needed for University administration to verify students' academic records.

Letters of Good Standing

Students may request a Letter of Good Standing from the MSW Graduate Advisor only for official purposes such as documentation of performance in the MSW Program requested by an employer or potential employer, or reasons required by the University. **Letters of Good Standing are written as a courtesy. Since these letters are often needed by many students near graduation time, requests must be placed at least 2 weeks prior to need. Please plan accordingly.**

Common Reasons for Delays in Receiving Your MSW Degree

Common reasons for delays in diplomas include:

1. Failure to file appropriate forms, including the *Departmental Request for Candidacy and Graduate Degree Program* form, *Application for Award of Master's Degree* form, or *Request for Course Substitution in Master's Degree Program* form;
2. Incomplete or inaccurate information on forms, including the *Departmental Request for Candidacy and Graduate Degree Program* form, *Application for Award of Master's Degree* form, or *Request for Course Substitution in Master's Degree Program* form;
3. Missing units of course credit due to uncleared "Incomplete" grades, non-posting of courses, or non-posting of grades; and
4. Below-Standard Academic Performance, i.e., below an overall 3.0 GPA at completion of the 63 units required for the MSW degree.

Monitoring Your Academic Progress and Record

Students are ultimately responsible for monitoring their academic record and performance. Doing this on a regular basis will minimize the possibility of problems in receiving your MSW Degree in a timely fashion.

Field Education in the MSW Curriculum

Introduction to Field Instruction

Field instruction is an independent and integral sequence of the MSW curriculum. By means of selected and organized opportunities, guided by educational objectives, the field practicum seeks to validate, apply and integrate the knowledge, theories and concepts of social work practice being learned throughout the curriculum. In the process, the student is engaged in experiential learning, which requires him/her to bring together and to integrate for professional use: cognitive learning; intuitive skills and knowledge; professional values; and experiential activities, which will enhance his/her skills in, and critical analysis of social work practice.

Field instruction takes place in selected and approved agencies and centers, located throughout San José and surrounding counties, which represent a complete range of social services. These field placements are approved on the basis of the quality of their professional practice, their commitment to addressing social problems, their interest in participating in professional education, and their ability to make personnel and material resources available.

The field practicum is taught by Field Instructors who are employed by the agency and who are approved by the Field Education Office. The Faculty Field Liaison works closely with the Field Instructor and the student, and is the designated teacher of the field course.

The Field Instructor process is selective, organized, sequential, and individualized, within the framework of a particular social work agency, and in congruence with the goals and expectations of the MSW Program. Over the course of a two-year period, field education is expected to include:

1. Direct practice interventions with individuals, families and non-related groups who are marginalized, oppressed or disadvantaged, with a special focus on Latinos, African Americans, Asian Americans, and Native Americans;
2. Indirect practice interventions focusing on community, organizational and/or institutional change;
3. A diversity of modalities, populations, treatment issues; and
4. A range of theoretical and teaching methodologies and models.

All these are to be presented and practiced within an environment of appropriate professional values and ethics with sensitivity to issues of cultural and ethnic diversity.

Field instruction provides for building on previous life and work experience as well as for the development of new areas of professional competence. During this process, a mutual effort is undertaken by the student, the Field Instructor, the agency and the Faculty Field Liaison to maximize each student's learning given the opportunities available.

Each placement in field education is made on an individual basis, and takes into consideration the following: the student's previous experience; his/her future goals; his/her professional interests; the learning experiences provided by the agency; geographic location; field of practice; and special needs. Though field experience varies with agency specific circumstances, MSW program expectations and criteria must be met.

The students' learning experiences in agencies are facilitated and monitored by a designated Faculty Field Liaison, who provides consultation, assistance, and evaluation to both the student and

the Field Instructor. The Director of Field Education is administratively responsible for all field assignments.

The responsibilities and entitlements of all parties in field instruction -- MSW program Faculty Field Liaison, agency, Field Instructor, and student -- are defined in a placement memorandum of agreement. In addition, the field manual incorporates the major administrative policies and procedures of the MSW program regarding field instruction.

Integration with Academic Courses

Field instruction provides the opportunity for the student to engage in selected and organized activities, with or on behalf of clients, that apply the social work skills, knowledge, and values learned in the classroom. These include knowledge about social welfare programs, policies and issues; the dynamics of organizational behavior and change; a broad array of social work practice theories addressing work with individuals, families, groups, organizations and communities in crisis, short-term and long-term models; the dynamics of human growth and behavior; and social work research methods and their application to practice.

Integration of fieldwork and coursework is a two-way process. Fieldwork provides every student with “real life” experiences to apply academic content. Each student is expected to share course information with her/his Field Instructor for purposes of planning and integration, including, but not limited to practice courses (ScWk 220, 221, 222, 223, etc.).

Students also apply field knowledge in coursework and field seminars via discussion and case presentation. These activities occur ALWAYS with (1) protection of client confidentiality, and (2) avoidance of the class or seminar instructor “supervising” the student’s field practice.

To implement integration frequent collaboration between each agency and the MSW program occurs. Administrators, Field Instructors, professors, liaisons, and students participate in activities that the total educational program. These activities include new and continuing Field Instructor seminars, and collaborative curriculum development and student advisement activities.

Administrative Requirements

1. **Hours:** The field placement consists of eighteen units of field practicum divided into two years of study, the first year consisting of four hundred and eighty (480) hours and the final year seven hundred and twenty (720) hours. Students in the part time program are required to complete the same number of hours as full time students. All students upon finishing their MSW must have completed a minimum of 1200 hours of field practicum.

First year and final year placements must be in different agencies, in different settings, with different Field Instructors, and provide a different experience each of which must meet the criteria and objectives for that year of field instruction, i.e. a transcultural generalist experience in the first year and a multi-systems experience in the final year.

Students in their first year of field placement spend sixteen hours/week in the field on either Tuesday/Wednesday or Thursday/Friday. Students in their final year of field placement spend twenty-four hours/week in the field on Wednesday, Thursday and Friday. **Due to the rigorous nature of the MSW curriculum, there is no flexibility with this field schedule.**

2. **Seminars:** All field students are required to attend regularly scheduled seminars, trainings, and events. (See Field Calendar for schedule).
3. **Field Instruction:** To qualify as a Field Instructor, a person must have an MSW degree and a minimum of two years post-MSW experience, be employed as a staff member of the agency serving as a placement site, and be available at the agency for students on the days they are in placement. Field Instructors must evidence a desire to teach students and the ability and willingness to spend the necessary time in field instruction activities. It is estimated that each student needs approximately three (3) hours of the Field Instructor's time each week. Individual field instruction must be provided a minimum of one hour/week to each student. Such group supervision may be facilitated by someone other than the Field Instructor, who need not hold a MSW degree. This group supervision may be with other students or a combination of staff and students. It may take the form of didactic presentations, case conferences, process-focused discussions, or any combination of these.

New Field Instructors are strongly recommended to attend School-sponsored Field Instructor seminars.

4. **Case Assignments:** Students need as broad a range of case assignments as possible, related to ethnicity, race and culture, age, gender and sexual orientation. Following the first year guidelines students need both macro and micro practice experiences with individuals, families, groups, organizations and communities. Final year students follow the guidelines established for the transcultural multi-systems curriculum. All Field Instructors should obtain a copy of the appropriate foundation and/or concentration year field syllabi from the MSW Program web site.
5. **Evaluation:** The student receives a grade of credit/no credit (CR-NC) for field performance, rather than a letter grade. The awarding of credit is recommended by the Field Instructor at the end of each semester, but must be approved and recorded by the Faculty Field Liaison. In order to receive credit for field practicum, the students must not only meet MSW program field objectives, but must also satisfy placement agency requirements.

The student, in close consultation with his/her Field Instructor, writes a learning agreement, which specifies his/her particular learning objectives, and details a plan for meeting these objectives. This agreement forms the basis for the formal evaluations. The Faculty Field Liaison reads each student's learning agreement, and helps the Field Instructor and the student evaluate his/her success in meeting stated objectives.

Objectives for students in field placement are defined in the field education portion of the MSW Student Handbook and in the course syllabi. The student is evaluated informally by the Field Instructor throughout the course of the placement experience and should participate actively in this process. Formal evaluations are reviewed by the student and Field Instructor and shared with the Faculty Field Liaison representing the MSW program. These formal evaluations constitute the basis for the awarding or withholding of credit.

6. **Field Instruction Grades:** The grades students earn for field courses may be credit (CR), no credit (NC), or an incomplete (I).

The grade of 'Incomplete' is given to students for the following reasons: 1) minimum number of field hours not met and/or 2) student's performance does not meet expected competencies for the grade level, but with additional time will be able to achieve such competencies. A grade of incomplete may be given for those students, who due to medical reasons, have not completed their field hours at the end of the semester but who are doing passing work. This grade is accompanied by a written contract between the student, Field Instructor, and Faculty Field Liaison, specifying the reason(s) for the incomplete grade, the number of hours that need to be completed and a plan for completion of these hours before the beginning of the next semester (see Field Practicum policies).

A grade of 'Incomplete' may also be given to indicate that the student's performance in field placement does not meet the expected competencies for that semester, and that additional time is needed to determine whether credit has been earned or not. The grade of incomplete for this reason implies that the Field Instructor and Faculty Field Liaison both believe that with further work there is a good chance the student can bring his/her work up to minimum standards and proceed in the program. This grade is accompanied by a written contract between the student, Field Instructor, and Faculty Field Liaison, specifying the reasons(s) for the grade of incomplete, the specific tasks and competencies that must be addressed and satisfactory performance demonstrated within a specific time period. A plan for completion of these competencies before the beginning of the next semester must be assured.

7. **Termination from Placement:** In addition to involuntary termination from field placement, due to inadequate performance, a student may voluntarily withdraw for personal reasons. (See Field Practicum Policies)
8. **Consistency in Grading:** Concerns about subjectivity or inconsistency of grading by Field Instructors are addressed through close monitoring by Faculty Field Liaisons of the placement process, using agency site visits, meetings with students and Field Instructors, review of agency material, and review of student material. Students who feel a grade is given unfairly, following procedures outlined in the student handbook, may request a student hearing by the Academic and Professional Standards Committee.

Overview of the First and Final Year of Field Instruction

Field instruction prepares students for entry into the social work profession by providing: First, an experience that develops the ability to understand and utilize a broad range of modalities and interventions in both micro and macro practice; and final, an experience that develops the special knowledge and depth of skill needed for transcultural multi-systems perspective.

1. First Year of Field Instruction

The first year field course focuses on building a generalist foundation, through providing experiences in a continuum of modalities. These include work with individuals, families, small groups, organizations and communities, and with a diversity of client populations and treatment issues. This generalist approach also encompasses a range of theoretical concepts and models in order to establish a broad base for practice. The generalist experience is defined to include both, direct and indirect services, services to clients and on behalf of clients, with the primary focus on generalist practice. Breadth of learning is sought through the following:

- a. Becoming a member of an agency and encountering organized services to meet client needs;
- b. Engaging in observation and providing direct services, using different methods and modalities of intervention;
- c. Assessing community needs for service intervention; and
- d. Evaluating the services delivered.

The first year field course is that part of the curriculum in which the student begins his or her learning through the actual delivery of service in an agency setting, under the direction of a Field Instructor. The student is continuously working toward integration of thinking, feeling, knowing and doing, thereby establishing groundwork for the development of greater depth in the concentration in the final year.

2. Final Year of Field Instruction

The final year practicum focuses on the development of special knowledge and skills needed for transcultural multi-systems perspective, the single concentration for the MSW program. Because the mission of the MSW program has a special emphasis on meeting the needs of Latinos, African Americans, Asian Americans, Native Americans, and other marginalized, oppressed and disenfranchised populations, families and communities are seen as critical nurturing and sustaining systems as well as important focal points for the problem-solving process. In addition, in order to meet the needs of the populations outlined in the mission statement, those social work services that have been created in the areas served by San José State University are utilized as field instruction sites targeting the following fields of practice: Aging; Children, Youth and Families; School Social Work; and Health and Mental Health. A multi-systems practitioner must be able to practice independently in complex systems with multiple problems, whether the focus is on direct practice or indirect macro practice.

Field placement days are either on Tuesdays and Wednesdays or Thursdays and Fridays for students in first year field placement who spend sixteen hours per week in the field. Students in their final year of field placement spend twenty-four hours per week in placement on Wednesdays, Thursdays, and Fridays.

Field placements for final year practicum focus on delivery of services within the fields of aging; children, youth and families; school social work, and health and mental health, while emphasizing interventions at all levels with systems of varying size.

Within the transcultural multi-systems concentration, areas requiring specialized field- and course-work integration. These include the (1) Title IV-E Program, which prepares students for employment in public child welfare agencies; the (2) Mental Health Initiative Program, which prepares students for employment in public mental health agencies; the (3) Pupil Personnel Service Credential program, which prepares students for employment in California's public school system; and, the (4) Gerontology Certificate Program that prepares students for work with older adults and in Aging Service Organizations (ASOs).

Secondary Placements and Preceptors

Sometimes an agency may not possess the resources to provide all the necessary learning experiences. In such cases, two or more agencies, and/or Field Instructors may collaborate by mutual plan to provide an expanded experience. A large multi-disciplinary agency may contain many different services or systems within its organization that may be combined. Students may be rotated or assigned concurrently in two or more such services to provide expanded learning opportunities. In either of these arrangements, the student is placed primarily in one agency or in one service, which carries the overall responsibility for field instruction.

When using secondary placements, either within or outside the primary agency, a preceptor usually assumes responsibility for the secondary part of the field instruction. A preceptor is defined as a supplementary instructional figure who is responsible for a limited portion of the student's assignment, limited in terms of scope, time and responsibility. The Field Instructor retains the primary and overall responsibility for the student's learning, evaluation and linkage with the MSW program. The preceptor is selected and certified by the agency and is responsible to the Field Instructor; the Field Instructor is approved, certified by and is responsible to the MSW program.

The Field Instructor is responsible for selecting the preceptor, clarifying the preceptor's role and purpose, orienting the preceptor to social work field education and student teaching, helping the preceptor develop realistic and appropriate goals with the student, facilitating the experience, creating an opportunity for evaluation of the experience with both the student and the preceptor, and incorporating this evaluation into the student's overall midyear and end of the year field evaluations.

Administration of Field Education

Field education is administered by the Director of Field Education who directs the Faculty Field Liaisons and administrative staff. The Director of Field Education reports to the MSW Program Director and is administratively responsible for the field education program and supervises and evaluates its overall functioning.

Each Faculty Field Liaison carries responsibility for coordinating field placements in the foundation and/or concentration year. In addition to this coordinating function, most faculty also carry additional responsibilities. Major responsibilities for field faculty are:

1. Recruitment, assessment and approval of new agencies;
2. Evaluation of potential new Field Instructors;

3. Placement of students;
4. Advisement (e.g., advocate for the student, when applicable);
5. Attendance at appropriate concentration and/or sequence faculty meetings;
6. Facilitating linkages between the academic faculty, the Field Instructors and agencies;
7. Teaching;
8. Coordination of various workshops, seminars, and meetings; and
9. Participation in the field office's planning and coordination activities.

The Administrative Assistant helps the Field Faculty coordinate a multitude of field education activities, and helps to create systems for monitoring data regarding the Field Education Program.

Curricular Design for Field Instruction

Field instruction provides the opportunity for the student to apply theory to practice. Field practicum consists of four sequential courses -- first year (foundation): ScWk 230 and ScWk 231; final year (concentration): ScWk 232 and ScWk 233 -- over a span of two years. Each year of placement is in a different agency. These differential placement settings broaden the student's educational experiences and help him or her to refine his or her knowledge and skill as she or he engages with more complex client systems. Students are only allowed to complete training in one specialized field of practice within the MSW curriculum. Students must designate a field of practice (i.e., aging; children, youth and families; school social work; health and mental health) at time of application. Students requesting a switch in field of practice must request this through the MSW Program Coordinator and the Field Education Director prior to the end of the first semester.

Students are assigned to a Faculty Field Liaison (FFL) designated by the University as the Professor of Record for a section of practicum. The Faculty Field Liaison is charged with the ultimate responsibility for the conduct of the field placement experience for the student and for assigning the grade based on the performance of the student.

In order to fulfill professional standards and ensure students receive exposure to a range of social work experiences, students

First Year Field Placement

The first year field placement requires that the student spend two days per week in his or her field placement for a minimum of 16 hours weekly over a period of 15 weeks per semester. These hours come to a minimum of 240 field placement hours each semester and a minimum of 480 field placement hours for the academic year. The Faculty Field Liaison may increase these hourly minimum requirements as necessary to allow a student to meet objectives stated in the Learning Agreement and/or to allow sufficient time for a student to develop skills that meet a satisfactory level of professional performance.

The first year practicum mirrors the course work and establishes a foundation for the preparation of social work from a transcultural multi-systems perspective. The generalist foundation is defined as including both direct services - with clients and families, and indirect services - community social work and social policy. In addition, CSWE mandates that the field placement experience include active “consideration of Social Work values and ethics” and their application in professional practice.

Though first year field experiences may vary with different settings and different agency specific tasks and goals, they have to be organized to meet the educational objectives of the MSW program and individualized to meet the student’s special learning needs. It is considered the shared responsibility of all those involved in this education process -- MSW Program, Faculty Field Liaison, agency, student, Field Instructor -- to work toward implementing these guidelines. In order to accomplish this, a primary task is for the student to develop a practice foundation that includes an understanding of the following:

- Transcultural social work within the context of community social work. This may include an understanding, acceptance, and celebration of value systems other than his or her own social group membership. This includes work with clients

systems that represent marginalized social membership groups (e.g., people of color, women, children and the elderly, people living in poverty, people with disabilities, and gays, lesbians, bisexual and transgendered people);

- The agency's mission, organizational and power structures, policies and programs, and demonstrate ability to establish a social work role within that context;
- The nature of the community and agency relationship;
- The nature of the client population served;
- The nature of the treatment modalities available or permitted in the agency;
- The role and mandate of Social Work in various host settings;
- Inter-relationship between the agency and networking with other public, private and bureaucratic agencies (e.g., participate in agency and inter-agency meetings);
- The political, culture and economics of organizations within the community in the city or township at large. Knowledge and ability to use community resources, and familiarity with agency referral services;
- Agency's formal and informal structure and decision making process;
- Planning or implementation of services or programs (e.g., outreach program); and
- Agency based research or funding proposals.

The student is expected to be an active learner in field instruction, to accept the teaching and evaluation of the Field Instructor, to integrate theory with practice, and to articulate his or her own learning needs and responsibilities. The student is expected to demonstrate an understanding of basic concepts and skill in differentially developing, selecting and applying interventions in generalist practice with individuals, families, groups, organizations, and communities utilizing a transcultural perspective; develop and sustain professional relationships with clients; utilize a variety of interviewing and communication skills; obtain appropriate data for beginning assessment and intervention planning; utilize several modalities and strategies of interventions; and facilitate the termination process.

1. Placement Procedures

The MSW program exercises full responsibility for the placement of all first year students. The Field Education Office makes these assignments. Placement decisions are guided by the following considerations:

- a. Transcultural generalist objectives of the first year field instruction;
- b. Expressed interest and career goals of the particular student;
- c. Expressed needs and interests of the agency;
- d. Prior work and life experience that the student brings;
- e. Geographic location;
- f. Special needs of the student;
- g. Special characteristics of the student;
- h. Special characteristics of the Field Instructor; and
- i. Student's field of practice.

2. Direct Services for Generalist Practice

All first year field placements (ScWk 230 and ScWk 231) are to provide the student with experiences in all of the direct service modalities, though not necessarily in equal or prescribed amounts. Direct practice comprise approximately half of the student's field placement time. It encompasses delivery of services to individuals, families, couples, and small groups. By direct practice we mean micro level social work interventions that historically have fallen under the "Clinical Social Work" role. This includes, but is not limited to, the student engaging in counseling, crisis intervention, and/or various forms of brief and longer term non-medical psychotherapy with individuals (including children adolescents, adults, and the elderly), families, and groups. Delivering services to families may represent a variety of combinations ranging from intact nuclear families to multi-generation relationships, or an individual and his or her significant other. Face-to-face work with couples may include any of the following: Premarital, marital, cohabiting or domestic partnership. Group work should involve experiences with dynamics and process, but need not be limited to therapy groups. Groups may be task centered, activity, educational, informational, training, topical, time-limited or open-ended.

Direct practice experiences are to represent a variety of presenting problems that require a range of services, strategies and interventions. Examples of direct practice include, but are not limited to counseling individuals, and families (i.e., crisis intervention), cognitive-behavioral therapy, play and sand tray therapy with children, case management (i.e., linkage, brokerage, collateral, mediation, support services), and group counseling and therapy. Field placement assignments are to include different interventions from intake, through middle phase, and termination. To further maximize student learning, an assignment should involve exposure to and/or experience with professional collaboration.

Within direct services, the main thrust is client diversity reflecting a range of socioeconomic, racial, cultural and ethnic backgrounds and a range of developmental stages or age groups -- including young children, latency age children, adolescents, young adults, mature adults and elderly. The field placement must provide content on

delivering social services to ethnic/racial populations of color, particularly Latinos, African Americans, Asian Americans, and Native Americans; women and transgenders; gay, lesbian, and bisexual persons; and should include exposure to special population groups that have been consistently affected by social, economic and legal bias, or oppression. ScWk 220: Transcultural Generalist Practice I, complements the field experience by integrating course content and assignments related to direct services.

The individuals and families case assignments should be implemented no later than November and culminate a process of gradually sequenced assignments. In order to maximize the skills of a generalist practice experience, group work must be integrated as an assignment of the field experience. This modality may focus on observation and/or planning in the Fall semester with implementation and direct experience in the Spring semester. ScWk 221: Transcultural Generalist Practice II provides content and assignments on direct practice with group work as a modality.

3. Indirect Practice Interventions: Community Social Work, Organizational and Institutional Change for Generalist Practice

The indirect practice interventions component in the first year of the field placement (ScWk 230 and ScWk 231) offers students an opportunity to gradually assume responsibilities for community social work interventions. The aim is to strengthen and encourage a conceptualization of community practice formed by knowledge, theory and practice.

It is expected that students will devote an average of one to two hours per week throughout the academic year to assignments related to indirect services - delivery of services from a community social work perspective. This perspective may include social work administration and staff development, community organizing, legislative work, policy formulation, client systems advocacy, program development, etc. (See practicum examples of community social work intervention assignments). This field placement assignment must be purposeful, task oriented and followed up in supervision.

The general guideline is that a sound community social work assignment be developed by the Field Agency Supervisor in consultation with the Faculty Field Liaison, as needed. The assignment must be included in the Learning Agreement Form. During the Fall semester, the agency must provide an opportunity for the student to gradually be exposed to the delivery of community social work services. By the first part of the Spring semester, the emphasis must be on carrying out specific tasks related to completing the assignment. While it is understood that this general guideline may be subject to many agency specific circumstances that will have varying degrees of impact, the student should be given a learning opportunities in the community (see **Secondary Placement and Preceptors** section for additional information).

Final Year Field Placement

The final year field placement requires that the student spend 3 days per week (Wednesday, Thursday, and Friday) in his or her field placement for a minimum of 24 hours weekly over a period of 15 weeks each semester. These hours come to a minimum of 360 field placement hours each semester and a minimum of 720 field placement hours for the academic year. An exception to the “3 days per week” requirement for final year field placement is available to students wishing to complete their final year field placement over 3 semesters. Contingent upon agency accommodation, Field Director approval, and space availability the student can begin placement in the summer semester, and continue through the fall and spring semesters. Students exercising this option spend 2 days (16 hours) per week in their placement, over a period of 15 weeks per semester. These hours come to a minimum of 240 field placement hours per semester, and a minimum of 720 placement hours for the full year.

Students requesting this option are required to take either ScWk 222 or ScWk 223 (Practice Course) during the summer semester concurrent with their field placement.

The final year of the MSW program sequentially builds upon foundation content attained in the first year. The final year curriculum prepares students for practice from a transcultural multi-systems perspective. As in the First year, integration between class and field is highly desirable through assignments that serve to integrate knowledge and practice. ScWk 222: Transcultural Multi-systems perspective: Family Systems Focus, and ScWk 223: Transcultural Multi-systems perspective: Community Focus, are advanced practice courses that complement the final year internship. Coursework and field practicum are also designed to prepare students for practice from a transcultural multi-systems perspective in one of the following fields of practice: aging; children, youth and families; school social work; health and mental health.

1. Placement Procedures

Placement procedures differ in the final year. In contrast to the first year, students take an active role in their field assignment decision. They have the opportunity to select three agencies for consideration from a list of approved placements. The Field Education Program, with input from the Faculty Field Liaison, selects three of those agencies for the student to contact. Students arrange for a personal interview within a specific time period in the Spring semester. The Field Education Office makes the final assignment based on the following data: Priorities listed by the student based on their interviews, feedback from the agency, information available on the student’s field placement form, knowledge of the student’s educational needs and goals, and a judgment as to whether a particular site can meet the student’s educational needs. Active student and agency participation in the final year placement process is required.

Special requirements for participants in the **Title IV-E Child Welfare Program** and for those students choosing the Pupil Personnel Services Credential Program are as follow:

In the **Title IV-E Child Welfare Program**, students accepted into the program must agree to become employed in a California county public child welfare agency on a year-for-year basis upon graduation. The students must choose the children, youth and families field of practice with an emphasis on child abuse and neglect issues, legal

mandates, policies, and intervention approaches. Field placements for both years are restricted to designated child welfare type programs.

The **Pupil Personnel Services Credential Program (PPSC)** prepares students with a California credential granted by the California Commission on Teacher Credentialing. Under separate legislation, approved credential training programs must provide designated competencies for each student recommended for the PPSC credential. Students apply for this program in their first year of study. If approved, she or he must enroll in the designated courses for completing the requirements for the PPSC in their final year of study, and accept a field placement in a public school site that is designated as a PPSC approved field placement.

2. Practice from a Transcultural Multi-Systems Perspective

The final year field placement is designed to provide the student with the opportunity to practice with more complex client systems so that she or he can further develop, and refine the knowledge and skill base of the first year's generalist transcultural perspective. The student presents a greater readiness to engage him/herself with client systems than was evidenced during the first year of field placement. She or he reveals greater independence while observing organizational practices and policies. Self-responsible, self-observing and self-correcting practice, and leadership skills are desired outcomes. The focus is on the development of special knowledge and skills needed for beginning professional practice within a field of practice: aging; children, youth and families; school social work; health and mental health.

In the final year of the field placement, (ScWk 232 & ScWk 233), the community social work component offers students the opportunity to develop advanced practice skills in community social work interventions.

The Master's Special Project: ScWk 298

The master's special project serves as the MSW Programs "capstone" experience and is required of all final year placement students. The student must design and implement his or her own master's special project with consultation and support of the agency, and in close supervision of the faculty chairperson. The research experience must be included within the hours of practice and be relevant to the chosen agencies field of practice.

The Field Instructor must sign the Agency Approval Form for the project. The FI must clarify the agency's guidelines for access to the materials, and to ensure human subject clearance if the agency requires it. Moreover, she or he must play a supportive role throughout the completion of the project. The academic support and credit for the evaluation of ScWk 298 project is provided by the Social Work Program assigned faculty-chair. Should a problem arise between the student and the agency regarding the ScWk 298 project, the FFL and ScWk 298 professor should be informed as soon as possible.

Permission to conduct a project outside of the field agency must be obtained from the ScWk 298 professor prior to conceptualization and implementation. If the ScWk 298 project is not conducted with the field agency, other proper documentation granting permission must be obtained from the parties or organizations involved.

For details about the Master's Special Project, please see the ScWk 298 syllabus.

Field Education Model

The MSW Program offers a concurrent model of field education, i.e., practice classes and field practicum are required in the same semester so that integration of coursework and field experience is enhanced. **Practice courses must be taken concurrently with all practicum courses.**

Student-Faculty Field Liaison Relationship

A student's relationship with the Faculty Field Liaison assists in the assessment of personal and professional goals within the educational context of the practicum. A student brings to this relationship his/her experience, knowledge, skills, values, and attitudes. The Faculty Field Liaison enhances the student's learning through his/her functional responsibility as mediator, advocate, and consultant between student and Field Instructor and engages the student in self-assessment and educational planning with respect to his/her final year placement.

Student-Field Instructor Relationship

A student's relationship with the Field Instructor is predicated on a teacher-learner collaborative effort, a joint educational process based on ongoing assessment, feedback, matching of resources, and professional development. A student's ability to relate to dominant and subordinate positions with respect and flexibility in the teacher-learner role is developed through the educational relationships with an authority person such as a Field Instructor, campus-based faculty, and the student's Liaison. The ability to provide leadership, particularly in transcultural perspective with oppressed minorities, requires both knowledge and skill in the effective use and professional management of such power relationships.

Duration and Hours of Field Placement

Field placements are designed for two or three (see "final year placement") consecutive semesters per year in the same agency. Assignment of students to field placement agencies results from an evaluation by the Field Education Program of the student's interest and prior experience, and from an assessment of his/her educational needs as these relate to career objectives. As a result of this evaluation, students are placed in an agency that can provide a sound educational experience.

A student is responsible for observing regular agency working hours and for recording his/her hours in the practicum agency. Occasionally the student's field responsibilities may require work during non-regular hours. This may be treated as overtime for which compensatory time should be taken promptly. It may not be saved in order to shorten the semester or enable the student to leave early for vacation.

Because the field education model is concurrent, students remain in the field until classes are completed. Early termination from placement is not permitted.

Field days are assigned by the University in conjunction with class schedules. To allow for scheduling of classes, students must be free to attend classes on the days that they are not assigned to the field. Students will be required to attend regular seminars. Students are allowed those holidays observed and allowed by the MSW Program. Students may observe other religious holidays, but these are treated as absences to be made up. Some agencies may specify hours beyond those

required by MSW Program policy as a contingency of placement; such requirements must be mutually understood and accepted prior to placement and recorded in the learning agreement.

It should be clear with agencies that student intern liability insurance covers social work interns only for those field work hours stipulated in the program to meet degree/credential requirements. If agencies require students to complete field work hours beyond those required by the program, the agency and/or the student must arrange and agree on other types of liability insurance that may be utilized for coverage during those extra hours.

Days in Field Placement

First year students must be in field placement on either Tuesday/ Wednesday, or Thursday/Friday. Final year students must be in field placement on Wednesday, Thursday, and Friday. These days cannot be changed without the approval of the Faculty Field Liaison.

Attendance in Field Placements and Professional Responsibilities

Students are expected to attend classes, field seminars, trainings, practicum, and events as scheduled. As professionals in training, students are expected to be reliable and dependable in their attendance, in keeping appointments and in assuring that the agency, Field Instructors and/or clients are informed should an absence be necessary.

A student is expected to telephone the agency Field Instructor at the beginning of the field day to report an illness or any other emergency requiring absence during the student's field time. It is the student's responsibility to make arrangements with the Field Instructor to make up missed time in ways convenient to the agency and which consider client needs.

- All time missed from field instruction for whatever reason, including accident and illness, must be made up, hour for hour.
- All absences over 3 days or occasional absences which combine to appreciable time lost should be reported to the Faculty Field Liaison.
- Should a student need to withdraw from his/her placement due to illness, s/he must submit a statement from his/her physician indicating his/her fitness before a new placement can be arranged.

Safety Considerations

Students cannot be insulated from the risks in providing services to people, institutions, and communities in crisis. Students frequently lack the experience and skills that help seasoned practitioners assess risk and take appropriate precautions. During the field Education Orientation in the Fall, students are made aware of basic safety measures. Such measures should be reinforced and expanded upon in the student field placements in order to ensure the safety of students. Field Instructors are asked to insure that each student be provided information early in placement (first two weeks) on the basic safety and emergency procedures of the agency. These procedures should be carefully discussed with the student and reviewed periodically.

1. Field work agencies should have a written policy available for students regarding:
 - a. Building and office security (including that the student may not be alone in the building);
 - b. Emergency procedures, including when and how to summon security or police assistance;
 - c. Staff responsibilities and procedures for management of violent, or potentially violent clients, including reviewing with the students what to do if a client becomes agitated in the interview, how to structure the office environment to maximize safety, use of panic buttons, etc.;
 - d. Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided; and
 - e. Procedures for reporting sexual harassment.
2. The Field Instructor and field placement agency should insure that each student is provided with copies of the above policies and, as a part of the student orientation, should provide training on safety issues and procedures most relevant to the agency setting and clients served;
3. The student's Field Instructor should know where the student is during field work hours, and should discuss with her/him procedures for office check-in, when the student is out in the community. The Field Instructor should anticipate with the student any activities that may require special planning with regard to the safety of both clients and students;
4. The Field Instructor should be sure that the student knows how to summon help, if it is needed, both in the office, and in the community. Professional back-up must be available to students working out of the office, as well as to those working in the office; and
5. The Field Instructor should thoroughly prepare students for home visits, and particularly consider and/or emphasize the following:
 - a. Selection of clients and home environments that are not presumed to be dangerous to the student;
 - b. Provision of a safe means of transportation, whether by agency vehicle, the student's vehicle, or public transportation;
 - c. Discussion of neighborhood, including any potentially dangerous areas, times to be there, etc.;
 - d. Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;

- e. Clarification of the purpose of the home visit, and the development of a clear plan;
- f. Discussion of what to do should the client or anyone else present a threat to the student; and
- g. Provision of appropriate support and back-up to the student, this might range from accompaniment by another worker or police officer to the availability of telephone.

Expectations of the Student in the Educational Practicum

1. General Expectations

The student is expected to take initiative in seeking knowledge and understanding of the MSW Program's curricular goals, policies, guidelines and procedures regarding graduate education in general, and field education in particular. This information is contained in the SJSU Catalog and MSW Student Handbook. These are available on the University and School of Social Work web sites respectively.

Practicum experiences require clarity of purpose in terms of educational and professional goals that guide behavioral expectations. The student intern is expected to:

- a. Adhere to the NASW Code of Ethics, the welfare and Institution Codes that regulate agency program and practice, and to demonstrate Fitness for the Profession (see Fitness for the Profession Policy);
- b. Adhere to policies and requirements established by the MSW Program;
- c. Recognize and practice strict confidentiality in using information gained during work in agency placement; to participate in agency or MSW Program committees or meetings that deal with personal and professional matters, i.e., as student representative in Admissions, Field Education, or Stipend Committees, agency staff meetings, case consultations or interagency collaborative work;
- d. Adhere to procedural guidelines in the MSW Program and Agency: submitting documentation, presenting requests and information in written form following professional guidelines, being responsible for deadlines, and being respectful of organizational and hierarchical delegation of functional responsibilities;
- e. Attend required orientation activities, practicum seminars, placement activities, conferences, and interviews. Lateness and absence require approval from the Faculty Field Liaison, who will provide a substitute assignment or necessary information;
- f. Negotiate with the Field Instructor a Learning Agreement for the Practicum at the beginning of the first semester of each Academic Year;

- g. Complete the Educational Assessment form in cooperation with the Field Instructor;
- h. Complete the Fall semester Placement Description form and the Spring semester Practicum Evaluations; and
- i. Complete an evaluation of the assigned Faculty Field Liaison.

2. Professional Liability Insurance

Professional liability insurance is required each year the student is in the practicum. The Chancellor's Office provides for system wide Student Professional Liability Insurance coverage for all students in field. Agencies needing assurance that students are covered may obtain a copy of the document from the School of Social Work web site. Student professional liability insurance covers student only for those field work hours necessary to meet degree/credential requirements.

Please note that students remaining in the agency beyond the time required for the degree are not covered for the extra hours by this student professional liability insurance policy.

3. Transportation

A student is responsible for transportation to and from the agency. However, unless prevented by law or agency policy, it is expected that the agency will assume the expenses for all agency activities that include travel. The MSW Program in the School of Social Work does not reimburse students for field travel expenses. Students transporting agency clients in their vehicles are advised to check agency policies pertaining to this practice as well as to ascertain the extent of their own automobile liability insurance.

4. Evaluation

The student is responsible for evaluation of the practicum experience with respect to the placement itself as well as the performance of the Field Instructor, Faculty Field Liaison and the overall operation of the Field Program.

3-Year Program for the MSW Degree

A 3-Year option is available for entering students. This decision to pursue the MSW degree in full or 3-Year enrollment should be made at the time of admission, but requires input from faculty to advise prospective students of the educational factors entailed in their choice. Year one consists of 6 units each semester in the evening for a total of 12 units during the first year of the program. Year two consists of 9 units for each semester with a total of 18 units for the year. Of these units, 6 are devoted to the first year of field work at 16 hours each week. Year three consists of 13 units the first semester and 11 the second semester for a total of 24 units. Final year field work consists of 6 units at 24 hours each week (for 2 semesters) or 16 hours each week (for 3 semesters).

Students should prepare, in advance, for the third year of the program. The demands of both coursework and fieldwork are substantial including a community project and a practice evaluation research project. Outside employment is difficult to maintain due to the requirements in the third year of the 3-Year Program. **Students in the 3-Year Program must be available for internship during regular weekday hours.** Careful, realistic personal planning is indicated to meet these requirements.

San José State University has its own definition of a “part-time” student determined by the number of units taken. Please consult the SJSU catalog and the Bursar’s Office for additional information about how levels of unit enrollment determine “full-time” versus “part-time” status, especially as it pertains to registration fees.

Evaluation in Field Education

Introduction

The evaluation of the student's field education is intended to be an ongoing process of discussion, feedback, and assessment between the student, Field Instructor, and Faculty Field Liaison. The central purpose of the evaluation is to enhance the student's capacity for professional self assessment. The practicum agreement should act as a guide for evaluation of the individual student. With this in mind, the MSW Program expects that the student, Field Instructor, and Faculty Field Liaison work together to:

1. Establish learning goals;
2. Seek tasks to achieve learning goals; and
3. Monitor progress through ongoing feedback.

This evaluative process occurs within the framework of the MSW Program's curricular goals, its mission, and the learning opportunities provided by the agency.

1. Principles that Guide Practicum Evaluation

A student should be made aware of the criteria that will be used in the formal evaluations which occur at the end of each semester. The student should be encouraged to make suggestions for modification of these criteria and recommendations for clear expectations. All forms will be available on the School of Social Work web site.

A student should prepare a self evaluation of his/her performance in relation to established criteria and enter into discussion with the Field Instructor of the evaluation to resolve possible differences.

A student must be given the opportunity to react to the evaluation. Usually the Field Instructor goes over the evaluation format verbally followed by a written assessment. A student should be given time to read and respond to the evaluation before signing the document.

A student has the right and responsibility to state his/her differences honestly without fear of repercussions. This requires stating differences and, where significant, to write those differences and to attach them to the formal evaluation.

A student has the responsibility to secure information and have a clear understanding of the protocols, guidelines, procedures, policies, and administrative organizational system that govern the MSW Program (refer to MSW Program Student Handbook and School of Social Work MSW Program Bulletin).

2. Purpose of Evaluation

Evaluation is a shared, ongoing, and dynamic process between the student, Field Instructor, and Faculty Field Liaison. It is both an assessment and learning tool that serves the following purposes:

- a. To provide the student with feedback about his/her progress in the acquisition of knowledge, skills, attitudes, and of his/her ability to apply these in practice;
- b. To highlight for the student areas of strength and improvement in his/her professional development;
- c. To provide the student with encouragement and instill the motivation to contribute to his/her own professional growth;
- d. To provide the MSW Program with a written assessment of the student's field performance;
- e. To serve as a measurement for the Faculty Field Liaison's assigning a grade of "Credit/No Credit"; and
- f. To assist in the placement planning process for the final year and for employment references.

3. Explaining the Evaluation Process to Students: Student Rights and Responsibilities

Evaluations are a tool for assessing professional growth and their importance should not be overstressed to the point of creating excessive anxiety in students. The Field Instructor helps the student see that an evaluation is an educational tool for critical feedback directed towards professional growth and continuous development. The evaluation identifies areas of strengths and weaknesses within clearly defined behavioral expectations that present a balanced view of a student's performance in the field.

The student's participation in the evaluation process is essential. A student is responsible for self-assessment, preparation for supervisory and consultative conferences, and feedback on evaluation criteria. A student is required to sign evaluations to verify that evaluations are shared and explained. The student is also able to designate whether they agree or disagree with the evaluation. In the event that a student does not agree with the evaluation's recommendations or content, the student is responsible for preparing an addendum which is presented in written form to the Director of Field Education with copies to both Field Instructor and Faculty Field Liaison.

4. Differences of Opinion in the Evaluative Process

Differences of opinion between the student and the Field Instructor are resolved through the involvement of the Faculty Field Liaison. This highlights the need for

written records, documentation that is submitted on time, and clear understanding of policies, guidelines, and procedures. If differences cannot be resolved, the Liaison consults with the Director. Only in rare instances following careful review of the situation is a change in placement possible. Change in placement may involve the requirement of additional hours of field work and instruction.

5. Guidelines for Evaluation

Student evaluation in the practicum is a PROCESS that assesses, clarifies, and determines the extent to which the student is attaining professional growth as defined by the MSW Program's standards.

The process includes ASSESSMENT regarding the student's performance in relation to defined goals; the assessment helps the student identify factors which enhance or interfere with his/her performance. This evaluative process determines not only where the student is now, but where s/he needs to go within a specified period of time (Pre-placement, mid-semester, etc.).

Evaluation requires PARTICIPATION by the student in all steps of the process. There should be no surprise in the formal evaluation because the process is continually and mutually providing feedback between student, Field Instructor, and Faculty Field Liaison.

Evaluation is an opportunity for "stock taking", as well as for TEACHING and FACILITATING over-all growth. The process involves emotions for both Field Instructor and student. The impact of these feelings must not be ignored; it should be handled and understood in appropriate ways that promote self awareness and development.

The responsibility for the formal report of a student's performance is placed with the Field Instructor. However, the student has the right to express differences. All parties involved in the evaluation are required to sign evaluation documents and each may attach written comments to the original forms.

The evaluative process engages the Faculty Field Liaison as a consultant to assess, monitor, guide, and evaluate field instruction as a whole. This includes the placement learning opportunities, the quality of field instruction, and the student's performance as reflected in the Field Instructor's formal evaluations. Students' evaluations of all aspects of the field education program are elicited.

Practicum courses are the most individualized part of the curriculum. As such, the MSW Program seeks partnerships with agencies where the student has the unique opportunity to develop his/her own style and capacity within the framework of transcultural generalist and multi-systems perspective. For this reason students and Field Instructors are expected to be familiar with the MSW Program's curricular goals, evaluative criteria, performance expectations, and the fitness for the profession policy of the MSW program.

Placement starts only during the Fall semester for first year placement, and either in the summer or fall semester for final year placement of each new academic year. At the end of each semester, the Field Instructor is required to prepare a written evaluation of the student's performance. Also, it is expected that the Field Instructor will document and report to the Faculty Field Liaison concerns and/or problems which may emerge at any point during the academic year (see Practicum Grading Policy and Special Situation in Field Instruction).

The Field Instructor recommends a Credit/No Credit for Practicum courses but it is the Faculty Field Liaison's responsibility to award and record the final grade.

A grade of "NO CREDIT" in any one of the practicum courses (ScWk 230, 231, 232 or 233) may result in Administrative-Academic Probation or Administrative Disqualification from the program.

Field Practicum Policies

The MSW Program at San José State University follows the academic policies and procedures of the State University system and the Council on Social Work Education. The Code of Ethics of the National Association of Social Workers is observed in all aspects of field education and guides the practice of students in the placement agency. The Student Handbook and Handbook of Policies and Guidelines reflect the Faculty Assembly interpretation and adoption of policies.

In addition to students abiding by policies and procedures listed in previous sections of the MSW Student Handbook, the following policies and procedures that directly apply to the field practicum must be followed.

Academic Policies and Procedures

Graduate work assumes a broad base of knowledge and training in social work. It requires an increased responsibility for many aspects of a student's own learning. The scholarly and analytical written work is concerned with critical thinking, proper documentation, understanding, and application of social work knowledge, methods, and skills.

The Masters Degree in Social Work is not awarded solely on the basis of credits earned but requires evidence of competence both in theory and practice. It also requires evidence that the student is fit for the profession (see fitness for the profession policy). At their discretion, faculty members may require courses or field practicum or both beyond the minimum requirements.

Mandated Reporting

Students are expected to become familiar with the legal mandates and professional responsibility for reporting Child Abuse and Neglect, Elder Abuse and Neglect, and legal mandates when an individual may threaten harm to self or to others. Meeting such legal mandates is a professional responsibility and failure to take action may result in questionable professional conduct which may affect the final grade in field practicum.

Requesting Switch in Field of Practice

Students requesting a switch in field of practice must request this through the MSW Program Coordinator and the Field Education Director prior to the end of the first semester.

Training Within Field of Practice

Students are only allowed to complete training in one specialized field of practice within the MSW curriculum. Students must designate a field of practice (i.e., aging; children, youth and families; school social work; health and mental health) at time of application.

Practicum Grading Policy

Practicum Courses are graded Credit/No Credit (CR/NC). A student may receive a grade of credit, incomplete, or no-credit. A grade of "Credit" in a graduate level course indicates satisfactory progress toward professional practice.

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 MSW 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. MSW 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.

No Credit: A grade of no-credit indicates that a student did not complete the minimum performance required in practicum for that given semester. **A grade of "No Credit" in a practicum course may result in Administrative-Academic Probation or Administrative Disqualification from the program.**

Notification of Academic or Professional Concern

In order to assist a student who may be in jeopardy of receiving a grade of no credit, the Field Instructor and the Faculty Field Liaison will identify the student whose work is falling below satisfactory progress or is delayed in above requirements. An individual *Notification of Academic or Professional Concern* form will be completed by the Liaison and distributed to the student, the Graduate Advisor, the Field Instructor, and the MSW Field Education Director. The Field Instructor may initiate a *Notification of Academic or Professional Concern* report by discussing the concerns with the Liaison.

Winter Intercession

Arrangements covering the winter intercession (between the end of the Fall semester and the beginning of the Spring semester) shall be determined by the Field Instructor, the student, and the Faculty Field Liaison. The student's professional responsibilities for client services are of paramount concern in determining the student's time in the agency during the intercession. The arrangement to meet client needs should be recorded in the learning agreement or in a contract addendum and should allow the student a minimum of at least two full weeks of vacation.

The student shall meet with the Field Instructor and the Faculty Field Liaison to negotiate the best way to meet the needs of the clients, the agency, and the student. The arrangement should be recorded in the learning agreement or in a learning agreement addendum. Intercession may or may not be used for field practicum, but in either case this decision will not affect the date of termination determined by the MSW Program's academic year calendar (Faculty Assembly October 6, 1986).

Placement

While the MSW Program considers a student's preference for field work experience, the MSW Program maintains the right and responsibility of selecting and approving the agency placement for each student and for each year of placement. The student is expected to follow the MSW Program's placement process in a professional manner.

First year placement: A student who is not in placement by the fifth week of the semester will be dropped from the practicum course by the Faculty Field Liaison as the instructor of record.

Final year placement: A student who is not in placement by the second week of the semester will be dropped from the practicum course by the Faculty Field Liaison as the instructor of record.

Use of Employment as a Field Placement Setting

MSW Program Policy: The MSW Program Faculty have approved the policy not to accept a student's employment as a field placement.

Final Year Field Work Policies: It is the policy of the MSW Program in the School of Social Work not to place final year students in field placements in agencies in which they have been employed within the past three (3) years or are presently on leave of absence (Faculty Assembly January 1, 1976). It is a general policy of the MSW Program that final year placement will be different from that of the first year (1978).

Exceptions: The only exceptions to the employment policy are reserved for "Work Study" students who are employees of specific public agencies with whom the MSW Program has restricted and special agreements, or for Title IV-E Child Welfare Stipend recipients. Other students in the Full or 3-Year MSW Degree Program may petition the Field Education Program for an individual exception to the employment policy using the following guide lines:

On occasion, due to extenuating circumstances, the Field Education Program of the MSW Program may consider petitions for exceptions to this policy for full- and 3-Year program students who are not covered by the above Policy for "Work Study" students. The full-time student seeking permission to complete First Year Field Work in his/her place of employment must provide all documents listed below to the MSW Field Education Office the summer before the fall of admission (specific due dates are assigned based on timing notification of admission). 3-Year students seeking permission to use their place of employment as their first year field placement must provide all documents to the Field Education Office by the spring deadline set by the Field Education program. The program or work unit in which the student is assigned as an agency employee will not be approved as the field placement, nor will the work supervisor be approved as the Field Instructor.

1. Documents to be Submitted to the Field Education Office

- a. A written rationale justifying the exception. This statement should include:
 - Identification of student's current employment assignment and the skills demanded in this work role;
 - Student's expectations and learning goals in developing an on-site field placement arrangement;
 - Description of the field placement service unit/program which must be different from 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.
- b. A written statement from the prospective Field Instructor describing his/her professional experience and experience as a Field Instructor. A formal learning agreement following the outline provided by the MSW Program must be submitted by the prospective Field Instructor and signed by the Field Instructor and the student. The statement should include the details of the 16 hour/week field placement.
- c. A written statement from the student's present work supervisor detailing the student's work responsibilities and how they would not be part of the field placement in the agency.
- d. Evidence of approval for the educational plan and re-assignment of this employee in letter form from the Agency Director.

2. Field Office Review

The Field Education Office will review the documentation provided by the student and clarify any issue with the agency before making a decision. The criteria for granting an exception to the policy will, in part, include the following:

- a. The MSW Program is assured that the agency will support the educational goals and the educational program of the MSW Program and meets all the standards required of placement agencies and agency Field Instructors;
- b. The MSW Program is assured that the agency will work with the Program in a cooperative relationship that will enhance the professional development of the student;
- c. The educational plan as proposed offers educational value and will meet the competencies and objectives expected in the MSW Program's field education program;

- d. The roles, tasks, skills and knowledge demanded in the educational plan are different from the students' employment functions; and
- e. All of the above are to be noted in the Student's Learning Agreement.

Appeals to the Field Education Program

If a student wishes to make an appeal regarding an exception to any of the general placement policies of the Field Education Program, the following requirements must be met:

1. An appeal, in writing, is submitted to the Director of Field Education;
2. The written appeal must include the request and must be accompanied by supporting documentation; and
3. The student may request to appear in person or to have materials reviewed without appearing. Appeals must be submitted prior to the end of the internship placement process.

Students with Disabilities

Students with disabilities are encouraged to make known any special accommodation needs to the Faculty Field Liaison who will enlist the Director of Field Education. The Director of Field Education will then work with the Faculty Field Liaison and SJSU's Disability Resource Center to ensure that reasonable accommodations are made readily available to a disabled student at the field site.

Agency, Field Instructor, and Faculty Field Liaison

Selection of Agencies

In determining the suitability of an agency for field placement, the MSW Program attempts to assess not only the immediate interest but the long term commitment of the Agency administration. During preliminary discussions with the Agency, 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; 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 used in evaluating agencies as to their suitability for use as field instruction settings are as follows:

1. The Agency's philosophy of service and practice should be 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 or high-risk populations in support of the MSW Program's mission and curricular goals;
3. Agencies and centers selected for field practice by the MSW Program should be in compliance with Title IV of the Civil Rights Act of 1964. It is the policy of the School of Social Work that in the delivery of services, no person shall be excluded from participation or denied benefits, or is otherwise subjected to discrimination under any program or activity of that agency or center on the basis of race, color, religion, national origin, age, gender, marital status, pregnancy, disability, Vietnam Veteran's status, or sexual orientation;
4. The Agency should maintain a working and learning environment free from sexual harassment of its students, employees and those who apply for student or employee status (see Sexual Harassment Policy);
5. 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 its field of service;
6. The administration and staff should be committed to a field work instruction program in social work as a significant function and responsibility of the Agency;
7. The social work staff should be of such size as to maintain and to develop the basic program of the Agency without reliance on students;
8. The Agency program should be broad enough to allow for a variety of learning experiences for students;

9. The Agency staff should have an understanding of and commitment to the MSW Program's objectives for students. This should include transcultural perspective and services to family, groups and community;
10. The Agency agrees to sign an agreement with the School of Social Work and the San José State University system to define mutual purpose and responsibilities in field instruction;
11. The Agency is willing to educate students at the BASW and MSW level, and is willing to take a minimum of 2 students;
12. The Agency should demonstrate an active interest in research through its willingness to provide opportunities for students to engage in research projects that are required by the MSW Program;
13. The Agency should make available whatever appropriate instrumental means are necessary for the students to perform effectively the tasks assigned; and
14. The Agency agrees that the student will be able to use and share agency case materials and learning experiences. Client confidentiality will be protected.

Selection of Field Instructors

The potential Field Instructor should be recommended to the MSW Program by his/her Agency Executive. This is to assure that s/he has Agency support for his/her request for a student.

The potential Field Instructor's decision to teach should be a voluntary one, based on personal interest and commitment, rather than in response to fulfilling an Agency assignment. Upon the recommendation of the Agency, the potential Field Instructor submits his/her resume and a Field Instructor Profile, which are considered the application. An interview will then be arranged at the agency where the potential Field Instructor and a representative of the MSW Program's field faculty can evaluate interest and explore mutual concerns. Field Instructors must be willing to work cooperatively with the Faculty Field Liaison.

1. Minimum Qualification for Field Instructors

- a. The Field Instructor must have a MSW degree from an accredited School/MSW Program of Social Work and a minimum of two years practice experience following the degree. LCSW and ACSW are desirable;
- b. A demonstration of professional competence and an interest in engaging in professional social work education as a teacher;
- c. An understanding of the objectives of the MSW Program and a willingness to contribute to the MSW Program and its goals;
- d. A commitment to attend required seminars in field instruction;

- e. A commitment to the time and effort required to regularly supervise, evaluate and communicate with the MSW Program for the student(s) under his/her supervision. A minimum of one hour of instructive supervision a week is required for each student; and
- f. 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 until his situation stabilizes.

2. Responsibilities of Field Instructors

- a. Development of a written Learning Agreement with each student supervised. It should be developed and submitted to field Faculty Field Liaison by the required date on the Field Education Calendar, in the Fall semester, during the semester in which field placement begins;
- b. Complete the Educational Assessment form for each student supervised in order to address particular learning situations and unique learning needs of the student;
- c. Provision of a minimum of one hour weekly supervision for each student;
- d. Weekly review of student case records;
- e. Consultation with Faculty Field Liaison to share information and records concerning the student's progress;
- f. Timely submission of written evaluations on each student. It is anticipated that the Field Instructor will provide the student with ongoing feedback which will enable the student to know his/her performance status at all times. Consequently, the semester evaluations should be a recapitulation of knowledge already shared between the instructor and the student. Furthermore, evaluation operationalizes the MSW Program's policy on fitness for the profession as a significant factor in assessing the student's performance;
- g. Attendance and active participation in field instruction seminars; and
- h. Recommendation of the final grade: Credit (CR) or No Credit (NC).

Faculty Field Liaisons and the FFL System

1. Purpose

The Faculty Field Liaison system ensures a cohesive and progressive educational experience in field instruction. The liaison process implements the following goals:

- a. To develop a mechanism by which the MSW Program can meet its primary responsibility for the student's education;

- b. To provide an educational context by which the MSW Program can nurture the development of professional leadership through student governance, educational experiences, and practice in the field; and
- c. To provide a structure which has a preventive function regarding a student's educational problems, with the goal of equitable resolution of barriers in his/her learning.

2. The Role and Responsibilities of the Faculty Field Liaison

Each student is assigned a Faculty Field Liaison (FFL) who is the official professor of record for the university and serves as a consultant to the Field Instructor. The Faculty Field Liaison works with the Field Instructor to ensure maximum productive learning opportunities for the student. S/He visits the agency a minimum of once every semester, more if indicated. At the time of the agency visit, the Faculty Field Liaison will meet with the student, review records, process recordings, tapes, and/or other materials produced by the student, and meet with the Field Instructor. The three meet to evaluate the student's progress and for the resolution of differences or to clarify expectations.

While it is the Field Instructor's responsibility to evaluate the student's performance and recommend the grade, the final grade is given by the Faculty Field Liaison. Special problems are presented to the Field Education Program for review.

The Faculty Field Liaison is responsible for providing ongoing feedback to the Director of Field Education concerning the quality of agency placement and student's performance in the field, and for monitoring and updating the Agency file.

At the end of the academic year a Placement Evaluation, with recommendations, is submitted to the Director of Field Education for review.

a. Faculty Field Liaison as Consultant

The Faculty Field Liaison acts as a consultant to field work agencies in matters relating to the curriculum or concerns about the student's education and progress in field placement. The Field Instructor should contact the Faculty Field Liaison for assistance in addressing problematic areas, for information regarding curricular expectations, and help with the practicum contract, Educational Assessment form or student evaluation.

b. Faculty Field Liaison Visits

The Faculty Field Liaison will confer with the Field Instructor and the student at the agency at least once during the semester. Additional visits are made if indicated, particularly those of an emergency nature. At the time of the field visits, it is useful if the Field Instructor has available selected examples of the student's work. The Faculty Field Liaison will have the opportunity then to examine these examples of the student's work and to evaluate progress in field work and in achieving the student's educational goals. These case examples may also provide some of the discussion content between the Field Instructor and the student.

c. **Faculty Field Liaison-Led Seminars**

Each Faculty Field Liaison will plan and facilitate monthly, integrative field seminars for first year practicum students.

3. **Faculty Field Liaison Functions**

The Faculty Field Liaison is responsible for the coordination between the MSW Program and the agency where field instruction takes place. Specifically s/he carries six major functions.

- a. **Communication between the MSW Program and Agency.** This function includes the Field Instructor and administration. The Faculty Field Liaison shares curriculum development and expectations and receives feedback from the agency about the student's progress.
- b. **Consultation in the development of the Field Instructor's role.** The consultation may enhance the instructor's knowledge and skills and assist him/her in differentiating supervision from educational instruction.
- c. **Assessment of the educational experience in field placement.** The Liaison advises the MSW Program on the strengths and weaknesses of the field placement with respect to the quality of learning experiences, field instruction, and "match" with the MSW Program's mission and goals.
- d. **Planning the educational program in conjunction with the Field Instructor and the student through interviews, practicum seminars, reports and careful monitoring of field education evaluation documents.**
- e. **Evaluation of the student's progress in field instruction.** The Liaison is involved in an ongoing appraisal of the student's performance and is responsible for informing the Director of Field Education about such progress.
- f. **Placement of 1st year students into 2nd year practicum.** Evaluation of the first year experience, coupled with the student's and agency's needs, help to determine an educationally sound 2nd year field practicum choice.

4. **Tasks and Assignments**

The Faculty Field Liaison assignment is an administrative decision made by the Director of the School. The Faculty Field Liaison is responsible to the Director of Field Education who shall make specific assignments of agencies and students.

The Faculty Field Liaison initiates conferences periodically with the agency visits, or individual meetings. Also, the Faculty Field Liaison initiates conferences with the Field Instructor and agency administrators through agency visits, Field Instructors' training

seminars or other events the MSW Program or the Field Education Program may offer Field Instructors. Furthermore, the Faculty Field Liaison meets regularly with the Director of Field Education to report, propose policies, and make recommendations in field instruction.

Field Instructors and students are expected to contact the Faculty Field Liaison whenever the need is indicated. The following tasks are the responsibility of the Faculty Field Liaison:

- a. To participate in practicum orientations, seminars, or other MSW Program events in the capacity of planner, group leader, and facilitator to enable students to become self-directed; professionals and to understand the MSW Program's curricular goals, purpose, and mission;
- b. To consult with the Field Instructor and student in the development of the Practicum Contract learning goals, expectations, and assignments;
- c. To maintain an ongoing relationship with the Field Instructor and student for the purpose of evaluating the student's progress and the quality of the field instruction; and
- d. To assure that the placement provides the appropriate educational experiences which will meet the MSW Program's standards, implement the academic policies and curriculum, and assist in the solution of problematic situations which may arise.

Special Situations in Field Instruction

Problem Resolution and Appeal Procedures

Procedures for addressing serious problems in field performance have been developed and made available to all Field Instructors and students. These procedures deal with those problems that are more severe than would be expected in the usual course of field learning. The intent of these procedures is to:

1. Maintain standards in performance;
2. Provide students with clear, detailed feedback regarding identified problems and performance expectations; and
3. Provide students with due process.

The procedures consist of four levels of problem resolution or appeal within the School of Social Work.

- The first level usually involves only the student and Field Instructor
- The second level involves the student's Field Instructor and Faculty Field Liaison. This may also involve the Field Education Director upon the recommendation of the Field Faculty Liaison);
- The third level involves a formal written contract between the student, the Field Instructor and Field Faculty Liaison. At this stage a Notification of Academic and Professional Concern would be issued.
- The fourth level of problem resolution is a request for the School's Academic and Professional Standards Committee of the MSW program to review the matter.

In addition, problem resolution and appeal procedures through the university are always available to the student.

Problem Resolution or Appeal Procedures to be Followed in Addressing Issues in Field Instruction.

The MSW Program in the School of Social Work at San José State University is committed to helping the student learn and achieve. To this end it is believed that potential obstacles to the development of professional practice should be identified as early as possible in order to best assist the student in overcoming them. Obstacles may include: Severe learning blocks, failure to carry out assigned task and responsibilities, inappropriate behavior in the agency, serious failure to meet client needs, and failure to demonstrate practice skills expected at various levels of progress in the field education course. In addition, there may be unresolved disagreements between the student and Field Instructor related to student evaluation, job duties, or other aspects of the field experience. This is not an exhaustive list, but broad categories of significant problems. When areas of concern are identified by the Field Instructor they should be promptly communicated to the student and the Field Faculty Liaison.

1. Level I - Student and Field Instructor Conference

- a. Area(s) of concern for student's learning and adequate performance are identified by the Field Instructor and/or the student and verbally discussed;
- b. Both the Field Instructor and the student should make the Faculty Field Liaison aware of the situation.

2. Level II - Faculty Field Liaison Assessment

The Faculty Field Liaison makes an informed assessment of the problem situation. This assessment process includes talking with the student, the Field Instructor, and any other pertinent agency staff, classroom faculty, etc. as appropriate. This may also include reviewing student work and other available and relevant materials. This level includes a meeting between the Field Instructor, the student, and the Faculty Field Liaison. The student's Advisor as well as relevant Program faculty (i.e. Title IV-E Coordinator/MHIP Coordinator, etc.) are also made aware of concerns at this level.

3. Level III - Formal Written Contract and Notification of Academic or Professional Concern

- a. If after completing Level II, the Faculty Field Liaison determines that a formal written contract for performance improvement needs to be developed, the Field Instructor and the Faculty Field Liaison, with input from the student, will develop the contract.
- b. The written contract outlines steps towards improvement to be taken by the student, with support from the Field Instructor and the Faculty Field Liaison. The contract:
 - i. Identifies the problem areas
 - ii. Spells out steps towards improvement that the student must take
 - iii. Outlines a process for evaluation
 - iv. Specifies a time frame (usually 2-3 weeks) for demonstration of significant improvement
 - v. Outlines possible outcomes
- c. Along with this contract, a Notification of Academic or Professional Concern must be filed by the Faculty Field Liaison with the School of Social Work.
- d. Possible outcomes:
 - i. Agreement is reached on the conditions of the contract. The student follows through with the improvement plan resulting in satisfactory completion of contract within the identified time frame.
 - ii. Agreement is reached on the conditions of the contract, the student follows through with the improvement plan, but does not satisfactorily

complete the terms of the contract. However, student does demonstrate sufficient progress towards resolution to warrant an extension of the time frame for the contract. Extensions are made as addenda to the contract, again specifying problems and performance requirements within a designated time frame for completion of the contract.

- iii. Agreement is reached on the conditions of the contract, the student follows through with improvement plan, but does not satisfactorily meet the conditions of the contract within the specified time frame. The student is terminated from the field placement with a No Credit (NC) grade for the field course. At this point, the student may proceed to Level IV.
- iv. Agreement is not reached on the conditions of the contract. The Faculty Field Liaison, in consultation with the Field Education Director, determines the next appropriate steps to take.
- e. Evaluation of the student in terms of satisfactorily or unsatisfactorily meeting the conditions of the contract is done by the Field Instructor in close consultation with the Faculty Field Liaison.

4. Level IV - Review By or Appeal To the Academic and Professional Standards Committee

Students may request a review or appeal by the Academic and Professional Standards Committee.

- a. The written request for a review or appeal by the Committee is submitted by the student to the MSW Program Coordinator. The student may include any pertinent materials that are relevant to the issue.
- b. Upon receipt of completed materials, the MSW Program Coordinator schedules a confidential Committee meeting as soon as feasible. The hearing is attended by, at minimum, the MSW Program Coordinator, the BASW Program Coordinator, and the Director of Field Education. The student's Faculty Advisor is also invited to attend. The student is invited to attend part of the meeting and present his/her perspective. The student may bring one other person such as a student advocate, Ombudsman, or other supportive person. This Committee is primarily a level of problem resolution, and lawyers are not permitted to attend on behalf of the student.
- c. The Academic and Professional Standards Committee submits all the documentation and its recommendations in writing to the Director of the School of Social Work. A copy of the recommendations is also sent to the Faculty Advisor. Recommendations may include, when relevant, whether or not the university should place the student on Academic-Administrative Probation, or whether the student should be disqualified from the university. If the Committee recommends that the student continue in the program, further recommendations

may cover other learning objectives, remedial course work, and other factors related to field instruction.

- f. The Director of the School of Social Work communicates the decision in writing to the student, the faculty member involved, and to the Graduate Advisor, with a copy to the Chair of the Academic and Professional Standards Committee.

5. Emergency Situations

In instances where the Field Instructor feels that the student's handling of a specific situation poses immediate physical, emotional or psychological danger to client, co-workers, self or others, the prior procedures are waived, and the student is removed from the field agency immediately. It is always the right of the agency to terminate a student's placement. It is expected that such a decision will be implemented **ONLY** in extreme cases after consultation with the Faculty Field Liaison and the Field Education Director. After a thorough investigation by the Field Education Program of the situation and of the student's performance, appropriate next steps will be determined.. The NASW Code of Ethics will be adhered to at all times. The student may file an appeal with the Academic and Professional Standards Committee. This appeal must be filed within four (4) weeks of the award of the grade.

Early Termination of Placement

A change in field work placement will not be permitted after it is initially approved and the student has started his/her placement. The only exception is covered below.

Exception: A student's request for change in placement once it has begun will be considered only if there are irresolvable issues. 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 and approval of the Faculty Field Liaison. The final decision about termination and replacement is made by the Director of Field Education.

Problems Identified by Student in the Placement

The foregoing procedures focus on marginal student performance. Sometimes problems arise which may not be related to student performance, but to circumstances in the agency or issues relating to the Field Instructor. These problems need to be addressed and resolved as quickly as possible. In these situations, the student has the following responsibilities.

Procedures to Assess the Learning Environment

1. The Faculty Field Liaison must be informed immediately if an issue develops that potentially affects a student's continued placement;
2. A Faculty Field Liaison/student/Field Instructor conference must be held to resolve the Issue;

3. 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 taken to attempt to resolve the Issue;
4. The Faculty Field Liaison forwards the request to the Director of Field Education with a recommendation; and
5. After review by and consultation with the Faculty Field Liaison, the Director of Field Education approves or disapproves the request for termination. The Director of Field Education will communicate the decision to the Liaison, the student and the agency and:
 - a. Develops a new placement for student if request is approved; or
 - b. Follows through on problem resolution with Liaison, Student, and Field Instructor if the request is denied.

Change in Placement or Re-Placement

Occasionally a field placement assignment may not be appropriate due to differences in learning styles or expectations, or to personal conflicts or other unanticipated circumstances that interfere with effective learning. The liaison then serves as a mediator, attempting to resolve these differences and to work out an educational plan that meets mutual needs. However, if the issues cannot be reconciled, the liaison may, with or without the concurrence of the Field Instructor and/or the student, recommend a change in placement.

In such a situation, the Faculty Field Liaison assumes responsibility for selecting and facilitating the most suitable re-placement. An interview with the new Field Instructor and agency is required, and information about the previous situation is openly shared and discussed. It may be necessary for the student to put in additional or extended time in the new placement to make up for earlier time and teaching missed. These arrangements are negotiated by the student, the Faculty Field Liaison and the new Field Instructor.

The student is expected to complete the termination process in the initial placement, which includes administrative requirements of the agency as well as termination contacts with assigned clients. The original Field Instructor is also expected to submit a summary of the student's field experience to date, which is shared with the student and becomes part of the school record.

In rare situations, an agency may unilaterally request that a student be terminated from the placement. If this is due to concern about the student's suitability for that particular setting, then the liaison must be involved in order to review the situation, to provide the student with due process and to develop further plans. If the request is due to some severe or drastic failure on the part of the student, it may be necessary to assign the student a grade of No Credit (NC) for the field course.

The timing during the academic year is a crucial factor in implementing re-placements. The earlier this decision is made, the easier it will be for the Faculty Field Liaison to locate suitable alternatives and for the student to make up missed time and assignments. It is usually not possible to arrange re-placements once the fall semester has been completed. If at such a point in time it is not possible for the student to continue in the placement, and there is not a suitable re-placement immediately available, re-placement will be postponed until the following academic year. At such time the student will then be required to enroll in the appropriate corresponding practice course.