Bachelors of Arts in Social Work (BASW) Program

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

BASW Student Handbook
2013-2014 AY
Bachelors of Arts in Social Work
Student Handbook

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

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BASW Degree General Overview and Checklist

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

- San José State University  [www.sjsu.edu](http://www.sjsu.edu)
- SJSU Catalog  [http://info.sjsu.edu/home/catalog.html](http://info.sjsu.edu/home/catalog.html)
- MySJSU  [https://my.sjsu.edu](https://my.sjsu.edu)
- Undergraduate Studies  [http://www.sjsu.edu/ugs/](http://www.sjsu.edu/ugs/)
- School of Social Work  [www.sjsu.edu/socialwork/](http://www.sjsu.edu/socialwork/)
- BASW Program  [http://www.sjsu.edu/socialwork/prospectivestudents/basw/](http://www.sjsu.edu/socialwork/prospectivestudents/basw/)

☐ **Meet A Major Advisor**
Questions regarding the major courses and social work in general should be addressed to SSW major advisor, **Dr. Jaimie Page Brill** at [jaimiepage.brill@sjsu.edu](mailto:jaimiepage.brill@sjsu.edu). She can be also reached at 408-924-5863. Dr. Brill is located in the School of Social Work office which is located in room 215 in the Washington Square Hall (WSQ).

☐ **Monitor and Confirm Enrollment, Transcript, and Academic Record**
One of your most important responsibilities while in the BASW Program is to regularly monitor your enrollment records, posted grades on your transcript, and status of your academic record. You can check your status through MySJSU ([http://my.sjsu.edu/](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 BASW Program, please consult with the major advisor.
Introduction

San José State University

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

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

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

College of Social Work and BASW Program History

Social Work education at San José State University has existed since 1939 when the first faculty member was hired in the Department of Sociology. The program appealed to students through the 1950’s and 1960’s, but received limited support from the administration and from the Sociology Department. It was not until the BASW program was established in 1969, with a special mission of educating social workers for work with and on behalf of Spanish speaking populations, that social work education had sufficient visible professional and minority community support. The Graduate Social Work Department became a School of Social Work in 1972. The Sociology Department transferred responsibility of the Social Service major to the School of Social Work in the same year. The Bachelor of Arts in Social Services was re-titled the Bachelor of Arts in Social Work (BASW) to be consistent with the BA social work programs on other California State University campuses. Thus, the Bachelor of Arts in Social Work became a formal program in the School of Social Work in 1974. Resources were allocated, the curriculum was revised and the field education program was expanded.

In the late 1980’s, title changes occurred. On campus, the “School” of Social Work was renamed the “College” of Social Work as administrative reorganization occurred for all formerly named “Schools.” Administratively, the College of Social Work accepted the transfer of the Urban and Regional Planning Department and two ethnic Studies departments: African American Studies and Mexican American Studies. Moving into the 1990’s, the College of Social Work consisted of three departments and two social work programs: The BASW and the MSW programs. As part of the combined social work programs, the BASW program has become increasingly independent as it prepares its graduates for entry level social work practice and for successful entry into graduate social work programs anywhere in the country. The BASW program has been continuously accredited by the Council on Social Work Education since 1976.

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.
Bachelors of Arts in Social Work (BASW) Program Overview

Goals

Guided by the Mission of the School of Social Work, the BASW program at San José State University educates generalist social work practitioners, using a liberal arts foundation. The Mission of the School of Social Work at San José State University is to prepare social work professionals for effective, ethical practice and leadership from a transcultural perspective with diverse individuals, families and communities. The goals of the BASW program have been developed to produce a beginning level generalist social work practitioner. The following are the goals of the BASW program:

1. To prepare social workers for ethical social work and use of a transcultural perspective with diverse, disenfranchised, oppressed and marginalized populations.
2. To prepare social workers for effective generalist practice from a transcultural perspective with individuals across the lifespan, and with families, groups, organizations and communities.
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.
4. To prepare social workers to engage in critical inquiry in service of the above goals.

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

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

Admission Impaction

School of Social Work BASW program is impacted. Please check the below link for the Impaction information: [http://www.sjsu.edu/socialwork/prospectivestudents/basw/](http://www.sjsu.edu/socialwork/prospectivestudents/basw/)
Due to the severe budgetary restrictions, admission to the Minor in Social Work will be on a case-by-case basis and depend on the availability of space. Please see the major advisor at the beginning of the semester to get clearer information on the availability of courses for the Minor in Social Work.

More information about the university admission impaction, please check the below link: http://info.sjsu.edu/home/admission.html

Committee and Membership

Student representation is strongly encouraged in all Social Work administrative and standing committees with the exception of the Personnel Recruitment Committee and the Retention, Tenure and Promotion Committee. At the present time, the Student Organization identifies interested students and selects one member and one alternate for each of the existing committees. Students who wish to participate should contact the Student Organization or the BASW Program Coordinator.

BASW Program Committees

BASW Curriculum Committee: The BASW faculty as a whole, acts is the curriculum committee for the BASW program. This committee is responsible for reviewing BASW curriculum issues and concerns and recommending curriculum changes, revisions, or new course offerings to the Faculty Assembly. Students have one vote on this committee.

BASW Faculty Committee: The BASW faculty meets monthly to address issues of governance, students’ needs, program policies and procedures. Students have one vote on this committee.

School of Social Work Program Committees

Academic and Professional Standards Committee: This committee has the responsibility for insuring that academic and professional standards are maintained for students and faculty. This committee reviews student academic performance and professional performance. Requests for review are requested by a student or by a concerned faculty member. The committee meets on an as-needed basis.

Faculty Assembly: The Faculty Assembly is a committee composed of all full time and part time social work faculty from both the BASW and the MSW programs. The committee has responsibility for reviewing and approving all social work policies, programs, and curriculum which is recommended from an existing standing committee. Students have one vote on this committee. This committee usually meets on the third Thursday of every month.

Field Education Committee: The Field Education Committee is composed of all Faculty Field Liaisons faculty who determine policies and procedures for the Field Education Programs. Faculty Field Liaisons monitor the program, review and evaluate the performance of students, field instructors and agencies relative to the objectives of the field education program. This committee meets on the second Thursday of each month.

Field Education Advisory Committee: The Field Education Advisory Committee is responsible for advising the BASW faculty and the Field Director on problems and issues related to
field placement. Members of the committee are experienced agency field instructors who participate in the social work field education programs. The committee meets two times per semester.

Personnel Recruitment Committee: This committee institutes a recruitment process for approved full time positions, including developing position announcements, establishing clear criteria, advertising for the positions, and evaluating applicants to assure a fully equitably review is undertaken, and recommending the most qualified candidates to the Dean of the College of Applied Sciences and Arts for hiring. Members of this committee, according to University policy, must be faculty who are tenured-track full professors (tenure-track professors may serve only with special authorization from the Dean).

Research Committee: This committee is responsible for promoting research interests and identifying resources available for research among graduate and undergraduate faculty and students.

Retention, Tenure and Promotion Committees: These committees exist at the level of the School of Social Work, the level of the College of Applied Sciences and Arts, and at the University level. These respective committees review tenure and tenure-track faculty for retention, tenure or promotion. Members of these committees, according to University policy, must be tenured faculty.

**Student Organization**

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

**The Social Work Program Service Area**

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

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

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

38 units

General Education

All students must complete a minimum of 51 units of approved GE courses in letter grades. If a requirement is waived without unit credit, additional approved GE courses must be taken to complete the total required. Most students in the social work major are transfer students from California Community Colleges and have completed comparable Core General Education courses which may be acceptable to San José State University.

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

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

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core General Education (39 units) Suggested courses for the degree</td>
</tr>
<tr>
<td>Area A: COMM 20 or MAS 74; ENGL 1A; HIST 50 or PHIL 57. 9</td>
</tr>
<tr>
<td>Area B: (BIOL 21 and STAT 95 are required); 3 other science units 9</td>
</tr>
<tr>
<td>Area C: AMS 1A/B; or 6 other humanities and arts units; ENGL 1B 9</td>
</tr>
<tr>
<td>Area D: SOCI 1, PSYCH 1, ECON 1A, SOC 80. 9</td>
</tr>
<tr>
<td>Area E: HUP 69, GERO 99 3</td>
</tr>
<tr>
<td>SJSU Studies [formerly Advanced GE] (9-12 units) Courses below are suggested</td>
</tr>
<tr>
<td>Area R: CHEM103; NUFS139; NUFS139; OR NUFS163 3</td>
</tr>
<tr>
<td>Area S: COMM174; MAS130; MAS160; WOMS 01 3</td>
</tr>
<tr>
<td>Area V: ANTH146; MAS175; MUSC117; MUSC120 3</td>
</tr>
<tr>
<td>Area Z: SCWK100W; CHAD100W; JS 100W; HPRF100W PSYC100W; SOCI100W; SOCS100W 3</td>
</tr>
</tbody>
</table>

Requirements in the Social Work Major ......................................................... 38

Required: SCWK 110, 111, 112, 120, 121, 130, 131, 140, 141, 142, 170, 175
Supporting requirements (If not taken as GE courses must be added to course of study):
A) BIOL 21, Human Biology is required of all BASW students. It may be included as one of the lower division general education science courses for those not having met the GE science requirement.
B) Elementary Statistics is also required and is a prerequisite or co-requisite for SCWK170, the Social Work Research course.

Electives .................................................................................................................................................. 31

Electives may be chosen in other disciplines to complement a student's major interest in social work: psychology, sociology, health science, gerontology, etc.

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

THE MAJOR IN SOCIAL WORK

Sequence of Courses for the Major in Social Work

Courses are organized differently for students entering the major in the Fall or in the Spring semester. Nonetheless, all students must have completed ScWk110, 120 and 130 and receive a grade of "C" or better AND pass the Introductory Field Practicum course (ScWk140) in order to enroll in the agency practicum course (ScWk141). The first agency practicum course must be taken concurrently with SCWK111, and the second must be taken concurrently with ScWk112. Exception to the above may be given with the consent of the academic advisor.

SUGGESTED SEQUENCE FOR THE BACHELOR ARTS IN SOCIAL WORK

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Spring</th>
<th>Senior Year</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ScWk 110</td>
<td>Take SJSU</td>
<td>ScWk 110*</td>
<td>ScWk 112”</td>
</tr>
<tr>
<td>ScWk 140</td>
<td>Studies courses or available ScWk courses</td>
<td>ScWk 141*</td>
<td>ScWk 142”</td>
</tr>
<tr>
<td>ScWk 120</td>
<td></td>
<td>ScWk 121</td>
<td>ScWk 131</td>
</tr>
<tr>
<td>ScWk 130</td>
<td></td>
<td></td>
<td>ScWk 170</td>
</tr>
</tbody>
</table>

*Note: ScWk 111 & 141 are only offered in the Fall and must be taken after completing the BASW Core courses.

**Note: ScWk112 & 142 are only offered in the Spring and must be taken after successfully completing 111 & 141.

***Note: ScWk 175 is open to Social Work majors only and must be taken concurrently with SW 112 and SW 142, or in the semester immediately following completion of SW 142, and must have completed all other social work courses. It must be taken as the last social work course and students cannot plan to take other social work courses after completing ScWk175.

NOTE for SW Major:
- ScWk 110 is a prerequisite or co-requisite for ScWk 140.
- ScWk 120 is a prerequisite for ScWk 121.
- ScWk 130 is a recommended but not required prerequisite for ScWk 131.
ScWk 110, ScWk 120, and ScWk 130 are prerequisites for ScWk 170.  
Stat 95 is a pre or co-requisite for ScWk 170.

Other Important Notes

Entering the BASW Program in the Spring Semester
The BASW Program is not able to guarantee that the four core courses will be available for students who begin the program in the Spring Semester. Therefore we strongly urge that students entering the BASW program in the spring have passed the WST so that in the spring Semester students can take SJSU courses.

BASW Core courses
ScWk 110, 120, 130, & 140 comprise the BASW core. Students must complete the core before moving on to other advanced social work courses or to the field education program.

Eligibility for enrollment in the field education program
All students must complete ScWk110, 120 and 130 with a passing grade of “C” or better and receive a grade of “Credit” in ScWk140 before they can be accepted into the field education program.

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

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

NOTE for SW Minor:
➢ SW 110 is a prerequisite or corequisite for SW 140.
➢ SW 120 is a prerequisite for SW 121.
➢ SW 130 is a recommended but not required prerequisite for SW 131

Undergraduate Program Course Descriptions

ScWk 010 - Introduction to Social Welfare and Social Work
Social welfare institutions and the social work profession: its development, knowledge base, value system, and specific areas of direct practice. (3 units) (Required for SW minor)

ScWk 110 - Foundations of Generalist Practice
Introduction to the history, mission, values, skills and knowledge base of generalist social work practice within a transcultural perspective. Focus on social work practice with emphasis on those populations at-risk who are disenfranchised and marginalized. (3 units)

ScWk 111 - Generalist Practice I
Knowledge, values and skills for generalist social work practice utilizing problem-solving methods with systems of all sizes. Focus on development of professional relationships, defining issues, collecting data, and assessing individuals and families from diverse backgrounds interacting with their environments. (3 units. Prereq: ScWk 110, 120, 130, 140. Coreq: ScWk 141)

ScWk 112 - Generalist Practice II
Knowledge, values and skills for generalist social work practice with emphasis on groups, organizations and communities. Focus on transactions to optimize social well-being and empowerment of individuals, families, and communities utilizing strengths and transcultural perspectives. (3 units. Prereq: ScWk 111. Coreq: ScWk 142.)

ScWk 120 - Social Welfare Institutions and Policies I
Social work as a profession, including mission, values, and ethics. Development and changes in the philosophy, legislative base and structures for social services as these affect social and economic justice and impact health and well-being. (3 units)

ScWk 121 - Social Welfare Institutions and Policies II
Methodology and frameworks for analyzing social policy and understanding institutional discrimination, particularly related to populations-at-risk and other disenfranchised groups. Political and organizational processes to influence policy development. (3 units. Prereq: ScWk 120)

ScWk 130 - Human Behavior and the Social Environment I
Theories and knowledge of bio-psycho-social development from birth to old age. The dynamics of interacting social systems and culture on human development. Human diversity and populations-at-risk emphasized. (3 units. Prereq: Junior standing or permission of instructor)

ScWk 131 - Human Behavior and the Social Environment II
Theories and knowledge about groups, organizations and communities from a systems perspective. The impact of discrimination, economic deprivation and oppression on populations-at-risk. Emphasis on the promotion of optimal health and well-being. (3 units. Prereq: Recommended but not required: ScWk 130)

ScWk 140 - Introduction to Field Practicum
Direct involvement with community services to provide the student with exposure to clients/client systems prior to Field Practicum 1. Six to eight hours weekly in community based agencies and on-campus seminars. (3 units. Prerequisites: 1. Must have completed or be currently enrolled in SW 110, or 2. Prior consent of Instructor)

ScWk 141 - Field Practicum I
Generalist Social Work Practice with individuals, families, and communities from a transcultural perspective in an agency under supervision. Sixteen hours per week required in placement. (4 units. CR/NC grading. Prereq: ScWk 110, 120, 130, & 140 or equivalent; Corequisite: ScWk 111)

ScWk 142 - Field Practicum II
Generalist Social Work Practice in an agency setting continued. Emphasis on individuals, small groups and communities from a transcultural perspective. Sixteen hours per week required in placement. (4 units. CR/NC grading. Prereq: ScWk 111, 141; Corequisite: ScWk 112)

ScWk 165 - Community Field Practicum
Assignment to various community projects, programs, or agencies with emphasis on children and youth to focus on group development and empowerment. Data collection, problem identification, and community analysis to identify resources for problem resolution. (1-4 units) [Please note that this course is not offered regularly.]

**ScWk 170 - Introduction to Research Methods**
Scientific and analytic approaches to building knowledge for social work practice, including ethical issues in social research. Evaluation of service delivery systems using qualitative and quantitative research methodologies. (3 units. Prerequisite: ScWk 110, ScWk 120, ScWk 130. Pre/Corequisite: Stat 95)

**ScWk 175 - Social Work Senior Seminar**
An integrative capstone seminar reviewing current trends, problems and issues confronting the profession. Developments and challenges in California and in the country for BA level generalist practitioners evaluated in light of the student’s own personal and professional goals. (3 units. Prereq: Must be taken concurrently with SW 112 and SW 142, or in the semester immediately following completion of SW 142, and must have completed all other social work courses)

**ScWk 180 - Individual Studies**
Individual work on special topics by arrangement with a faculty member. Social Work majors only. (1-4 units, CR/NC grading. Repeatable for credit.)

**ScWk 107 - Aging and Society**
(Course Description) See Gero 107.

**ScWk 192 - Social Work with Families**
Exploration of various family forms, cultural factors, and dynamics influencing family interaction with agencies and community. Practice strategies include assessment, defining strengths, and focusing on interventions to promote health and well-being. (3 units. An elective) [Please note that this course is not offered regularly.]

**ScWk 195 - Social Service for Children and Youth**
Policies, programs, and methods utilized in providing services to children and their families. Child and youth behavior analyzed in relation to interaction with family, peers, schools, community and other institutions. Impact of service structures on individuals from diverse backgrounds considered. (3 units. An elective.) [Please note that this course is not offered regularly.]

**ScWk 197 - Alcohol, Substance Abuse and the Family**
An overview of alcohol and substance use and abuse. Effects on client systems, particularly families and children. Identification of symptoms and addictive behaviors, strengths and limitations of interventions, with a special focus on oppressed and marginalized populations. (3 units. An elective.) [Please note that this course is not offered regularly.]
CHANGING MAJOR TO SOCIAL WORK

Students who want to change their major to Social Work will have to apply to the BASW Program. Please see the following website for information about the Impaction and how to apply to the program: http://www.sjsu.edu/socialwork/prospectivestudents/basw/

There is no guarantee that an application will be approved. Being accepted into the program is based on GPA and/or whether or not the program has reached its maximum number of students.

Academic Policies and Procedures

University Academic Policies and Procedures

University policies and procedures regarding academic standards, probation, disqualification, application for graduation, student discipline, services for students, and the disability resource center are listed in the Schedule of Classes printed each semester and in the 2012-2014 San José State University Catalog. Students should refer to those documents for detailed information in each area of concern.

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

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

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

2. Student Discipline

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

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

3. Rights as a Student

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

a. The privacy of students concerning their records maintained by the campus;
b. Freedom from sexual harassment;
c. Freedom from sex discrimination, or of discrimination based on race, religious affiliation, nationality, ethnic, disability, sexual orientation or preference; and
d. A drug-free school - prohibition of illicit drugs and alcohol.

Non-academic concerns or issues may be referred to the Student Grievance Committee, University Ombudsperson, Administration Building, room 242, 924-5900.

Alleged injustice regarding awarding of letter grades (A, B, C, D, F) may be referred to the Academic Fairness Committee, University Ombudsperson, Administration Building, Room 242, 924-5900.

4. Services for Students

- Counseling Services, Adm 201, 408/924-5910
- Career center, Building F, 924-6031
- Disability Resource Center, Adm 110, 408/924-6000 (voice) 408/924-5990 (TDD)
- Advising Hub, in Student Services Center. 408/924.2129
- Student Service Center, Ninth & San Fernando, 924-7500. Provides a range of services; Advising, assistance and information on admissions and graduation.
- Academic Advising & Retention Services Satellite Office, Clark Hall 128, 408/924-2129.
- CASA Student Success Center, MacQuarrie Hall 533, 408/924-2910.
- Registrar Office, 1st fl in the Student Service Center, 408/238-7500
- Re-Entry and Community Help Program (REACH) in Student Life Center, Old Cafeteria V-Building for the older student returning to the University (924-5950).
- Learning Assistance Resource Center, Student Service Center, 924-2587. A Social Work resource table has been established there for students. And, ASPIRE provides qualified tutors in diverse subject areas, peer advising, workshops for improving study skills, and assistance in using the resources of the University (Call 924-2540 for further information).
- The Bursar’s Office is responsible for the billing and collection of tuition, fees, campus housing and other university related charges. See http://www.sjsu.edu/bursar/ to find out about important dates and deadlines, recent changes and updates and answers to your frequently asked questions. Phone: 408.924.1601 Located in Student Services Center.

Student Advisement in the BASW Program
Each department in the University is responsible for providing academic advisement to students. In the BASW program, the Program Director assigns students in the major to a faculty member for advising. The responsibilities of these faculty advisers include assisting a student in meeting general education requirements, development and formulation of his/her academic program, assisting student's enrollment in classes, coordinating with the Field Office in relation to student's field placement, career advisement and assistance in dropping and/or adding courses. The advisor is responsible for authorizing the student’s program of study listed in the major form submitted to the Admissions and Records Office for graduation.

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

University Grading Policy

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

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

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

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

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

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

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

Grade Point Average. Students must maintain a 2.0 grade point average in the major and 2.0 over-all in order to receive the bachelors 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.

University English Competency Policy

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

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

Social Work majors who pass the WST may enroll in the following approved 100W classes: SCWK100W; CHAD1002; PSYC100W; SOCI100W; SOCS100W; HPrf 100W; JS100W. Be sure to confirm the availability of these courses by checking on-line (http://info.sjsu.edu/static/schedules/sjstudies.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 BASW 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 at: http://www.sjsu.edu/senate/policies/pol_plag/index.html

Application for Graduation

Students seeking to graduate must become aware of the application deadline for the semester they plan to graduate. The process includes an application for graduation form and a major/minor form signed by the faculty adviser in the School authorizing the student’s program of study to receive the bachelor’s degree.

Applications for graduation forms are available in the Student Resource Center or the Registrar’s website athttp://www.sjsu.edu/registrar/docs/grad_app.pdf. The major form is available in the School of Social Work at the front desk.

The completed form, with $25.00 fee paid at the Cahier’s Office and accompanied by a completed Major/Minor form must be turned in to the Student Resource Center. Applications should be filed early in the semester before graduation to give Admissions and Records time to review and evaluate the student’s record and to clear the student for graduation. If a student is unable to meet the completion of course work as listed in the Major/Minor form or if the date of graduation is to be delayed, a Change of Graduation form must be submitted to the Student Resource Center after a $10.00 fee is paid at the Cashier’s Office. The student’s advisor must approve any course substitution listed on the initial submission for graduation.

Sexual Harassment

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

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

The integrity, confidentiality, and all other rights of the student are to be safeguarded. If appropriate, the student will be encouraged and assisted in reporting the situation to the OED. Please refer to the SJSU Catalog or the web page at: http://www.sjsu.edu/hr/students/grievances/index.htm

Disability Rights/Policy:
It is the purpose of Presidential Directive 90/04 to comply with all Federal and State legislation and CSU policies regarding the provision of services to students with disabilities. The University views the provision of accommodation for disabled students as a cooperative effort, involving faculty, staff, and students. Please consult with the Disability Resource Center (DRC), and the SJSU Catalog or the web page at: http://www.sjsu.edu/drc/about-us/policies-guidelines-regulations/index.html

Students Rights to Privacy and Limits of Confidentiality

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

Student Evaluation of Courses

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

Non-Discrimination Policy and Equal Opportunity

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

Students Rights and Responsibilities

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

Professional Performance Policies and Additional Academic Policies

The following contains information about professional performance policies and additional academic policies:
1. **Standards of Written Work:** In order to set and maintain appropriate standards of written work throughout the curriculum, the Faculty has adopted the following policies in grading/evaluation.

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

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

Students needed additional assistance to improve their writing ability may contact The Learning Assistance Resource Center at the Student Services Center, Room 600 at 9th & San Fernando. Their phone number is 924-2587 and drop-in and scheduled tutoring assistance is available. Please refer to the web page at: http://peerconnections.sjsu.edu/

2. **Academic Dishonesty and Sanctions:** Academic dishonesty may take the form of plagiarism or cheating. Plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means. Policies and sanctions for situations of academic dishonesty are described in this handbook and in the University Catalog.

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

**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 Advisor should be notified. After reviewing the situation, the Advisor should request the Professional Standards Committee to review written records and confer with the student. The findings and recommendations of the Professional Standards committee should be submitted in writing to the School Director, with a copy to the student. Because there are characteristics related to “fitness for the profession,” and professional judgment is involved, such instances would not be handled through student grievance procedures. Students’ grievance procedures might be employed, however, if the student believed that the faculty or committee had acted in an arbitrary or capricious fashion. (Policy adopted 12/78 by Social Work Program Faculty, SJSU.)

**BASW Grading Policy**

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

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

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

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

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

3. Incomplete Grades: “An incomplete (I) indicates that portion of a course was not completed and evaluated in the prescribed time period. Generally, grades of Incomplete are granted when required work was not completed 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.” Also, University policy stipulates that grades of incompletes revert to an “F” or to a “No Credit” if work is not completed within one academic year.

BASW students may request a grade of incomplete (I) only if the following criteria are met:

a. Student must have a passing grade in course work completed to date, and
b. 75% of the work for the course has been completed.

Social Work instructors who grant a grade of Incomplete must complete the ‘Incomplete Form’ in its entirety and submit a copy of the form to the Program Secretary 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.

4. Probation Status for Undergraduate Students: An undergraduate student is placed on academic probation if the SJSU cumulative grade point average falls below a “C” average (2.0).
Students in probationary status in the previous semester may find that they are prohibited from enrolling in next semester’s classes until they contact an advisor, discuss the issues leading to probationary status and provide a plan on how the deficiencies will be made up. The advisor may then clear the student for registration and remove the Advising Hold on the student’s record.

5. **No Credit in Practicum:** A grade of “No Credit” in the internship courses results in further action taken in the social work program. See the Field Manual for policies governing the Field Practicum.

6. **Termination from the Social Work Program:** Social Work is a profession requiring students to meet professional standards and behavior governed by the professional Code of Ethics. The Social Work program implements the professional Code of Ethics through field practicum and application of the ‘fitness for the profession’ criteria. While termination from the social work major is not termination from the University, a student shall be subject to be terminated from the social work program (major) under the following circumstances:

   a. Failure to carry out the plan developed during a probationary semester;
   b. A grade of No Credit in the Field practicum (ScWk140,141, & 142); or
   c. Failure to meet fitness for the profession criteria.

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

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

   a. Submit a written application to the Undergraduate Program Director for permission to pursue reinstatement into the program and, if approved, assign the major advisor;

   b. A faculty advisor assist the student develop an approved program of study which satisfies University Requirements, usually six (6) to (9) units of graded coursework in which they must receive a “B” grade or better in each class;

   c. Pursue the plan approved by the Faculty Advisor; and

   d. After successful completion of the approved program of study, the student must petition the University’s Admissions and Standards Committee for reinstatement.

8. **Grade Appeal Procedures:** Students have the right to appeal grades which they believe have been awarded unfairly, arbitrarily, or capriciously. The BASW program has an obligation to provide procedures for sharing 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 member involved.
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 be initiated to the Academic and Professional Standards Committee which involves the student, his/her advisor, and the instructor. The formal grade appeal process must be initiated within four weeks of the award of the grade.

a. Steps prior to the initiation of a formal appeal:

1) 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,

2) The student then consults with her/his advisor for information and counsel about how to proceed. After exploring options, the student may decide to file a formal appeal.

b. Steps in the formal grade appeal process:

1) The student puts the appeal in writing, then the written appeal is submitted by the student to the instructor and to the BASW Program Coordinator, and the BASW Program Coordinator forwards the written appeal to the Academic and Professional Standards Committee

2) 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 BASW Program Coordinator. Any relevant documentation (e.g., course outline, grade report, evaluation forms, etc.) should be attached;

3) Upon receipt of completed materials, the Academic and Professional Standards Committee schedules a confidential hearing. 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;

4) The Academic and Professional Standards Committee submits all the documentation and its recommendations in writing to the Director, and the Director makes the decision; and

5) The BASW Program Coordinator communicates the decision in writing to the student and the faculty, with a copy to the Academic and Professional Standards Committee and the Director.

9. Student Grievance: Students may file a grievance against a student, staff or faculty member alleging violation of the Code of Conduct or the NASW Code of Ethics. The BASW 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 BASW Program Coordinator, or with the Director, if a conflict with the BASW Program Coordinator is present.

c. Following this discussion with the Director 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 BASW Program Coordinator 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 BASW Program Coordinator. Any relevant documentation 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 Academic and Professional Standards Committee submits all the documentation and its recommendations in writing to the Director and the Director makes the decision.

g. The BASW Program Coordinator communicates the final decision in writing to the student, with a copy to the faculty involved, the Academic and Professional Standards Committee, and the Director.

h. If the student is still not satisfied, then s/he may initiate the formal process to have the matter reviewed by the University Ombudsman, the University Grievance Committee or the SJSU Office of Equal Employment/Affirmative Action (OEE/AA).

i. If the grievance involves sexual harassment or discrimination based on race, ethnicity, gender or sexual orientation, university policies and procedures stipulate that the aggrieved party may request a hearing with OEE/AA Office - Telephone: 924-2115.
Field Education in the BASW Curriculum

Educational Partnership: University, Agency, and Student

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

Field Education is an independent and integral sequence of the BASW 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 them to bring together and to integrate for professional use: cognitive learning; intuitive skills and knowledge; professional values; and experiential activities, which will enhance their skills in, and critical analysis of social work practice.

Field Education 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 Education process is selective, organized, sequential, and individualized, within framework of a particular social work agency, and in congruence with the goals and expectations of the BASW Program.

Responsibility of the BASW Program

1. To Field Work Agencies and Field Instructors:
a. Designate a faculty member known as the Faculty Field Liaison, to act as a liaison between and among the BASW Program, the student, the Field Instructor and the agency;

b. Plan orientations and meetings for Field Instructors to enhance the Field Education Program. Invite participation of Field Instructors in on-going development of field education through the Field Advisory Council;

c. Provide seminars on topics of interest to Field Instructors and maintain communication with agency Field Instructors regarding the BASW curriculum and its ongoing development;

d. Provide support and assistance to the Field Instructor(s) to enhance the provision of an educationally focused field practicum placement;

e. Decide matters of passing or failing grades, and eligibility for graduation;

f. Decide on placement assignment, termination and/or transfer; and

g. Maintain records of student’s performance.

2. To students:

a. Assess student learning needs and match with best available agency and Field Instructor to meet those needs;

b. Prepare students for field placement through planned orientation programs;

c. Provide a Faculty Field Liaison who will confer regularly with the student and Field Instructor to guide the educational process, and who will be a resource in solving any problems related to field work; and

d. Ensure students are aware of the evaluation criteria used in the practicum and that each has access to the content of all evaluations made of him/her.

Responsibility of the Faculty Field Liaison

1. Is the University’s Instructor of Record and has ultimate responsibility for assigning passing or failing grades;

2. Insures that satisfactory progress in field work is being made by the student, and provides consultation or other assistance as necessary;

3. Maintains regular communication between the BASW Program and the agency serving as ambassador and/or ombudsman;
4. Participates in in-person or via phone or through technology, mid-semester conferences with the student and Field Instructor to discuss student progress and performance evaluations;

5. Participates in all student and Field Instructor orientations, field based seminars and other field meetings; and

6. Provides information to the Field Education Director concerning student(s) progress, changes occurring in field placement sites, and programmatic evaluations.

Responsibility of the Agency

1. Identify a Field Instructor who is a BSW or MSW with two years of experience from an accredited school of social work, and grant the necessary time to supervise and instruct the student(s);

2. Plan with the Faculty Field Liaison a range of field experiences suitable to the student's needs;

3. Provide students with adequate work space, materials and transportation cost for agency work;

4. Provide new learning experiences and instruction through joint conferences and appropriate field work assignments; and

5. Provide the opportunity for students to work with minority clients in support of the mission of the BASW Program;

Responsibility of the Agency Field Instructor

1. Is a BSW or MSW with two years of experience from an accredited school of social work;

2. Negotiate an educational Practicum Learning Agreement with each student for review and approval by the Faculty Field Liaison;

3. Orient the student(s) to the agency

4. Schedule weekly individual instruction sessions with each student for a minimum of one hour to review work progress and to guide the student's learning as a social worker;

5. Select cases and design other learning experiences that are appropriate for the student's level of skill, ability and maturity. Assist the student in integrating social work theory with practice;

6. Attend appropriate orientations and seminars arranged by the Field Education Program;

7. Evaluate the student's performance and provide the BASW Program with written reports at mid-semester and at the end of each semester of field experience;
8. Consult with the Faculty Field Liaison regularly to share information and records concerning the student's progress; and

9. Prepare reports as may be required by the BASW Program.

Responsibility of the Student

1. Be an active learner by regularly seeking guidance from both the agency Field Instructor and the Faculty Field Liaison;

2. Meet weekly for a minimum of one hour of supervision/instruction with the agency Field Instructor;

3. Attend orientations, field based seminars, and other meetings arranged by the BASW Program;

4. Negotiate an educational Practicum Learning Agreement with the Field Instructor and in consultation with the Faculty Field Liaison;

5. Maintain the work schedule agreed upon with the agency including responsibilities over the Winter Inter-Session;

6. Meet requirements specified by the agency;

7. Participate in their evaluation;

8. Participate in mid-semester conferences with the Faculty Field Liaison and Field Instructor to discuss performance evaluations;

9. Complete all oral and written practicum course work and agency assignments in a timely manner;

10. Accomplish the goals of the Practicum Learning Agreement successfully;

11. Complete the minimum number of placement hours; and

12. Practice within the NASW Code of Ethics.

The Baccalaureate Field Practicum

Purpose

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

**Format**

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

**Field Education Objectives**

The following Competencies/Program Objectives (PO) are realized through this course:

PO1. Identify as a professional social worker and conduct oneself accordingly

PO2. Apply social work ethical principles to guide professional practice

PO3. Apply critical thinking to inform and communicate professional judgments

PO4. Engage diversity and difference in practice

PO5. Advance human rights and social and economic justice

PO6. Engage in research informed practice and practice informed research

PO7. Apply knowledge of human behavior and the social environment

PO8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

PO9. Respond to contexts that shape practice

PO10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Upon completion of ScWk 141/142 students will be able to:

1. Advocate for client access to the services of social work (PO 1a)

2. Practice personal reflection and self-correction to assure continual professional development (PO 1b)

3. Attend to professional roles and boundaries (PO 1c)

4. Demonstrate professional demeanor in behavior, appearance, and communication (PO 1d)

5. Engage in career-long learning (PO 1e)
6. Utilize supervision and consultation (PO 1f)

7. Recognize and manage personal values in a way that allows professional values to guide practice (PO 2a)

8. Make ethical decisions by applying standards of the NASW Code of Ethics and other applicable codes of ethics (PO 2b)

9. Tolerate ambiguity in resolving ethical conflicts (PO 2c)

10. Apply strategies of ethical reasoning to arrive at principled decisions (PO 2d)

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom (PO 3a)

12. Analyze models of assessment, prevention, intervention and evaluation (PO 3b)

13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities & colleagues (PO 3c)

14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power (PO 4a)

15. Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups (PO 4b)

16. Recognize and communicate their understanding of the importance of difference in shaping life experiences (PO 4c)

17. View themselves as learners and engage those with whom they work as informants (PO 4d)

18. Understand the forms and mechanisms of oppression and discrimination (PO 5a)

19. Advocate for human rights and social and economic justice (PO 5b)

20. Engage in practices that advance social and economic justice (PO 5c)

21. Use practice experience to inform scientific inquiry (PO 6a)

22. Use research evidence to inform practice (PO 6b)

23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (PO 7a)

24. Critique and apply knowledge to understand person and environment (PO 7b)

25. Analyze, formulate, and advocate for policies that advance social well being (PO 8a)

26. Collaborate with colleagues and clients for effective policy action (PO 8b)
27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological advancements, and emerging societal trends to provide relevant services (PO 9a)

28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PO 9b)

29. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities (PO 10a)

30. Use empathy and other interpersonal skills (PO 10a)

31. Develop a mutually agreed on focus of work and desired outcomes (PO 10a)

32. Collect, organize and interpret client data (PO 10b)

33. Assess client strengths and limitations (PO 10b)

34. Develop mutually agreed-on intervention goals and objectives (PO 10b)

35. Select appropriate intervention strategies (PO 10b)

36. Initiate actions to achieve organizational goals (PO 10c)

37. Implement prevention interventions that enhance client capacities (PO 10c)

38. Help clients resolve problems (PO 10c)

39. Negotiate, mediate, and advocate for clients (PO 10c)

40. Facilitate transitions and endings (PO 10c)

41. Social workers critically analyze, monitor and evaluate interventions (PO 10d)

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

Related Learning Activities

The selection of specific actives in which students will be involved is guided by the Field Instructor. This is accomplished in consultation with his/her agency administrator, peers, the Faculty Field Liaison, and the students themselves. The BASW Program faculty recommends that students be assigned responsibilities as soon as possible in order to maximize their learning and to have a meaningful role in service delivery.
The following is a list of activities in which students may be involved in order to meet the field experience objectives. Activities are listed with the intention of providing students and Field Instructors with a basic framework from which to plan their work together. They are deliberately general in order to apply to all students and to all agencies regardless of their specific functions. The list is not meant to be all-inclusive, but, rather, a sampling upon which to expand.

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

• Preparing reports for presentation at community meetings
• Giving oral reports

• Preparing training manuals

• Preparing materials for conferences with Field Instructors

• Attending meetings, legislative hearings related to broad social issues

• Assuming responsibility to analyze legislation, comprehensive plans, policy statements, and preparing issue oriented reports

Students Practicum Learning Agreement

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

Fitness for the Profession Criteria

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 Advisor should be notified. After reviewing the situation, the Advisor should request the Professional Standards Committee to review written records and confer with the student. The findings and recommendations of the Professional Standards committee should be submitted in writing to the School Director, with a copy to the student. Because there are characteristics related to “fitness for the profession,” and professional judgment is involved, such instances would not be handled through student grievance procedures. Students’ grievance procedures might be employed, however, if the student believed that the faculty or committee had acted in an arbitrary or capricious fashion.

(Policy adopted 12/78 by Social Work Program Faculty, SJSU.)

Agency Field Experience

All students are expected to spend two full semesters in one agency setting and to have the opportunity to: a) carry cases (individual, family, or group) for a minimum of eight (8) weeks and b) participate in the formulation and ongoing experience with a group, particularly in the second semester. In the second semester of agency field work, the student is expected to undertake greater responsibility and more independent activity. Wherever possible, exposure to group processes and experiencing or leading a group is encouraged. Coursework may be focused on the agency setting and the student's interest. Students are encouraged to consider electives which may enrich and compliment their field experience.

Evaluations

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

1. **Purposes for Evaluation**

   a. Provide the student with assessment of progress toward the goals of acquiring knowledge, skills, and attitudes for professional practice;

   b. Give the student guidance, encouragement, and motivation to contribute to his/her own professional growth;

   c. Provide the BASW Program, through the Faculty Field Liaison, a written record of the student's field performance to justify the granting of grades and credit;

   d. Provide a basis for the BASW Program to plan succeeding field placements with the agency or for advising students and employees regarding employment positions upon graduation;

2. **Evaluation Tools**

   a. The Practicum Learning Agreement;
   b. Monthly Field Reports, completed by students;
   c. A Process Recording each semester;
   d. Mid-Semester and Semester End Evaluations;
   e. Semester Papers
   f. Weekly individual supervision for a minimum of one hour;
   g. Group Supervision, when available;
   h. Agency contact with Faculty Field Liaison each semester; and
   i. Criteria of Fitness for the Profession.

**Grading**

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

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

Withdrawal occurs when a student formally leaves a practicum course prior to the final evaluation. In such instances, there will be no carryover of hours, i.e., no hours completed will be applied to the next enrollment in field.
Written notices are given to students exhibiting marginal performance in accordance with University policy. Such a notice must identify the areas of concern and notifies the student that he/she is in danger of failing the course. An individual Notification of Academic or Professional Concern form will be completed by the Faculty Field Liaison and distributed to the student, the Field Instructor and the Director of Field Education. The Field Instructor may initiate a Notification of Academic Concern report by discussing the concerns with the Faculty Field Liaison.

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

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.

1. The first level usually involves only the student and Field Instructor
2. 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.
3. 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.
4. The fourth level of problem resolution is a request for the School’s Academic and Professional Standards Committee of the BASW 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 BASW 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 is 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.

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.

c. 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

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

b. The written request for a review or appeal by the Committee is submitted by the student to the BASW Program Coordinator. The student may include any pertinent materials that are relevant to the issue.

c. Upon receipt of completed materials, the BASW Program Coordinator schedules a confidential Committee meeting as soon as feasible. The hearing is attended by, at minimum, the BASW Program Coordinator, the MSW 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.

d. 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 Major 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.

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

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.

General Field Education Policies

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

Students must pass ScWk 110, 120, and 130 with a grade of “C” or better and receive a grade of ‘Credit’ in ScWk 140, preprofessional experience, in order to be accepted into the Field Education Program.

Field Practicum I and II (ScWk 141 and ScWk 142) demand a minimum commitment of 480 hours over one academic year. Students who do not meet the minimum standard of performance may be required to complete more hours of field work to gain the minimum competencies necessary for social work practice.

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

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

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

**Standards for the Selection of Placements**

**Selection of Agencies**

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

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

1. The agency's philosophy of service and practice is compatible with the educational objectives of social work which embody the values and ethics of the profession;

2. The agency provides service delivery to ethnic minorities and high risk populations in support of the mission and curricular goals of the BASW Program;

3. Agencies selected for field practice by the BASW Program are in compliance with Title IV of the Civil Rights Act of 1964. It is policy of the BASW Program that in the delivery of services, no person shall be excluded from participation or denied benefits, or be otherwise subjected to discrimination under any program or activity of the agency on the basis of race, color, gender, age, national origin, or sexual preference;
4. The agency has earned qualified standing by the community and in the profession, and should qualify for membership in those local, state, or national accrediting organizations appropriate to a field of service;

5. The administration and staff are committed to an instructional program in social work as a significant function and responsibility of the agency. This is demonstrated by the agency providing appropriate BASW learning experiences and by providing release time for Field Instruction;

6. The social work staff of the agency is of sufficient size to maintain and develop the basic program of the agency without reliance on students;

7. The agency program is broad enough to allow for a variety of learning experiences for students;

8. The agency staff has an understanding of and commitment to the mission of the BASW Program and its objectives for students. This included transcultural practice and services to individuals, families, groups and community;

9. The agency agrees to sign an agreement with the BASW Program and San José State University to define mutual purpose and responsibilities in field instruction;

10. The agency is willing to educate BASW students;

11. The agency demonstrates an active interest in research through its willingness to provide opportunities for students to engage in research projects that may be required by the BASW Program;

12. The agency makes available the necessary means for students to effectively perform the assigned tasks, e.g., desk space, telephones, supplies, computer/fax access, transportation costs, clerical services, interviewing facilities, etc; and

13. The agency agrees that the student will be able to use and share agency case materials and learning experiences. Client's confidentiality will be protected.

Selection of Field Instructor

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

1. At the undergraduate level, Field Instructors must have demonstrated competence in their area(s) of practice by: holding a baccalaureate's degree from an accredited program in social work and two years supervisory experience.
2. The Field Instructor is employed by the placement agency for a minimum of eight hours per week.

3. A demonstration of professional competence and an interest in engaging in professional social work education as a teacher.

4. An understanding of the objectives of the BASW Program at San José State University and a willingness to contribute to its mission and its goals.

5. The Field Instructor is willing and able to devote sufficient time to:
   a. Plan student learning experiences consistent with the student’s needs, readiness, and learning objectives;
   b. Provide the student with appropriate, regularly scheduled supervision for a minimum of one hour weekly;
   c. Inform themselves about the student’s educational program by reviewing curriculum material;
   d. Confer with the Faculty Field Liaison at regular intervals;
   e. Participate in orientations, meetings, trainings, and other events that may be offered periodically by the BASW Program; and
   f. Complete written student evaluations and other documents as may be requested by the BASW Field Education Program.

6. A commitment to remain with the student for the entire time of their placement. Should the Field Instructor be anticipating a change of position, they should delay supervision.

Placement Process

Students who have met the academic and experiential prerequisites must apply for field placement by completing a Field Placement Application and Agreement form. The Field Office will make an announcement about the specific procedure about the placement process at the end of the first semester in the BASW program. During the second semester in the BASW program before the senior year and/or the summer before the senior year, students will be notified their field placement agencies by the Field Office. Every effort is made to place students who live in the surrounding geographic area (Santa Cruz, Monterey or Alameda Counties) within their area. However, this cannot be guaranteed.

Use of Employment as Placement

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

Generally, a student’s place of employment is not acceptable as a field placement. Petitions from students and their employers who wish to participate in an employment based education
program must include a written rationale justifying their request and should include: 1) identification of the student’s current employment assignments and the skills demanded in this work role; 2) the student’s expectations and learning goals in developing an on-site field placement arrangement; 3) a description of the field placement service unit/program which must be different than the student’s employment assigned tasks; and identification of the agency field placement supervisor who must be a different professional staff person from the employment supervisor. In addition, the employment supervisor and the agency director must approve the re-assignment of the employed student as a student intern for two days per week, and the agency Field Instructor must develop and submit a formal Learning Agreement signed by the Field Instructor and the student to the Field Placement Coordinator in the spring semester prior to the fall semester in which the student intends to begin their field placement.

Change of Placement Requests

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

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

2. Procedures to assess an agency's request for a change in assigned student:
a. The Faculty Field Liaison is notified immediately by the agency if an issue develops that jeopardizes the student’s continued placement.

b. The Faculty Field Liaison/student/Field Instructor conference: If placement is jeopardized because of a student's behavior, the Faculty Field Liaison will facilitate the process by developing specific behavior expectations which the student must meet if the placement is to be continued. A two to three week period of time will be specified during which the student must meet the expectations. A formal and written Interim Practicum Learning Contract documents the expectations and consequences.

c. A follow-up conference is held by the Faculty Field Liaison with the student and the Field Instructor. The plans in the previous conference will be evaluated. If the student has met the expectations, the placement will continue. If not, alternative plans/expectations may be formulated or the placement may be terminated.