

2019-2020

Second Year MSW Field Manual



Second Year Field Manual

FresnoState

College of Health and Human Services
Department of Social Work Education

James Marshall, Ph.D
Interim Dean, College of Health and Human Services

Martha Vungkhanching, Ph.D
Chair, Department of Social Work Education

Andrea Carlin, LCSW, PPSC
Field Coordinator | PPS Coordinator
Department of Social Work Education

Benita M. Washington, MSW, PPSC
Assistant Field Coordinator
Department of Social Work Education

P: 559/ 278-3992 | F: 559/278-7191

Fall 2019

MSW2 Field Manual
2019-2020

Table of Contents

Contents

Introduction.....	5
SECTION 1. Overview of Field Education.....	6
Purpose of Field Education (Internship).....	6
The Relationship of Field Education to Classroom Content.....	6
Curriculum Orientation.....	6
Goals of Field Internship	7
SECTION 2. Overview of Administration and Delivery of Field Education	8
Field Internship Administrative Structure.....	9
Field Coordinator Roles and Responsibilities.....	9
Assistant Field Coordinator Roles and Responsibilities	12
Field Review and Certification Committee	13
Faculty Liaison Roles and Responsibilities	14
Faculty Field Instructor Role and Responsibilities.....	16
Agency Field Instructor Role and Responsibilities.....	16
SECTION 3. Field Education and Practice Curriculum.....	21
EPAS Competencies & Advanced Practice Behaviors.....	21
SWRK 282 (Fall) Advanced Field Instructed Practice I.....	25
SWRK 224 (Fall), Advanced Social Work Practice with Individuals	33
SWRK 225 Advanced Social Work Practice with Task and Treatment Groups	44
SWRK 246 Seminar in Advanced Social Work Practice with Formal Organizations	54
SWRK 283 Advanced Field Instructed Practice II	61
SWRK 227 Seminar in Advanced Social Work Practice with Couples and Families.....	69
SWRK 247 Seminar in Social Work Practice with Communities	78
SECTION 4. Field Education Policies and Procedures.....	86
Field Education Site Description and Selection.....	86
Use of Employment as a Field Education Site.....	89
Conflict of Interest	93
History of Arrest and/or Convictions.....	93
Liability Insurance	94

Student Placement Procedures	94
Reassignment of a Student.....	95
Personal Safety of Social Work Students in Field Placement.....	97
Procedures for Emergencies and Injuries Related to Field Placement Based on the Workers Compensation Program.....	99
Procedures for Incidents Involving Students (No Injury to Student).....	100
Agency Rights and Responsibilities	100
Field Instructor Training.....	102
Field Education Time Requirements.....	102
Factors Affecting Student Participation in Field Internship	104
Winter Session	104
Academic Standing	105
Policy Against Harassment.....	105
Academic Adjustment for Students with Disabilities.....	106
Transportation and Incidental Costs and Requirements	106
Student Access to Educational Records.....	106
Student Stipends	107
SECTION 5: Student Roles, Rights, Responsibilities and Due Process.....	108
Student Rights.....	108
Responsibilities of the Student.....	108
Student Recourse and Due Process.....	109
Dismissal.....	111
SECTION 6. The Learning Agreement and Field Assignments.....	113
Introduction.....	113
Requirements	113
SWRK 282 (Fall) – Advanced Learning Agreement.....	115
SWRK 283 (Spring) Advanced Learning Agreement	120
Concurrent Fall Practice Assignments from SRWK 282, from SWRK 224, 225, and/or SWRK 246.	125
Concurrent Spring Practice Assignments in SWRK283 from SWRK227 & SWRK 247	145
SECTION 7. Evaluations.....	149
Introduction.....	149
Evaluations of Student Performance.....	149
Guidelines for Evaluation of MSW Student Performance in Field.....	150
SWRK 282 (Fall) Mid-Term Evaluation of Student Performance	151
SWRK 282 (Fall) Final Semester Evaluation of Student Performance	156
SWRK 283 (Spring) Mid-Term Evaluation of Student Performance.....	164

SWRK 283 (Spring) Final Evaluation of Student Performance	168
Agency Evaluation.....	176
Evaluation of Field.....	176
Corrective Action Plan.....	176
Grading Policies for Field Instructed Practice	176
SECTION 8- General Information.....	177
Sequence of Courses for the M.S.W Degree Program.....	177
CSUF Policy on Academic Adjustments for Students with Disabilities	178
Guidelines for the Use of Social Media by DSWE Students.....	181
SECTION 9 – Forms	182
Conflict of Interest.....	183
Field Practicum Student Agreement	184
Fresno State Release of Liability Form	185
Weekly Supervision Agenda.....	187
Application for Internship in Agency of Employment	188
In-Agency Student Employee Agreement	192
Templates and Samples	193
Sample Assessment Forms	204
Faculty Liaison Site Visit Check Off List: First Visit	212

Introduction

Internship experience is essential to a professional education. The Department of Social Work Education requires all students to participate in field instruction. A wide variety of agency settings and a core of well qualified field instructors make it possible for the Department of Social Work Education to individualize the practice interests of students. However, a satisfactory field experience depends on the joint efforts of the student, faculty advisor, field instructor, faculty liaison, and the Field Coordinator.

The student actively participates in identifying his/her learning needs and shaping the educational process. Together the field instructor, the faculty liaison, faculty advisor, and Field Coordinator, help the student make optimal use of the agency's learning opportunities and integrate classroom and field content.

This Manual was written to help you participate in the field instruction program. It provides general information about the program as well as guidelines for developing a Field Learning Agreement and evaluating student performance. The Manual is intended to be used as a resource, and to be referred to when needed. A major portion of the substance of field instruction cannot be portrayed on paper. While the Manual concentrates on the knowledge, values and skills that can be developed through field instruction, we believe that the growth process itself is equally important. Positive field instruction is a combination of a field instructor who is willing to teach and a student who is eager to learn and grow.

SECTION 1. Overview of Field Education

Purpose of Field Education (Internship)

Field Education or internship is the practicum portion of the graduate social work education program. It is designated as the “signature pedagogy” by the national social work accrediting body, the Council on Social Work Education (CSWE). In these courses, students are expected to demonstrate their knowledge, skills, and abilities in real life situations under supervised instruction. A student is expected to integrate all classroom learning—social work practice, human behavior, social policy, research, and practice—into actual practice in the internship.

The Relationship of Field Education to Classroom Content

The integration of class and field learning is one of the major objectives for all social work students. The second year field internship taken concurrently with the advanced practice courses affords the student the opportunity for in-depth experiential learning with instruction. The student intern has the opportunity to learn different ideas and methods in the classroom and to take the information back to the field agency. In addition, the field internship serves as a vital function for students by allowing them:

1. To develop advanced practice skills.
2. To determine which advanced approaches work in practice and how they must be adapted to specific situations.
3. To gain access to practical information that is not available in courses and books.
4. To clarify their own needs for further study.
5. To understand the effects of the organizational context on advanced social work practice.
6. To develop advanced skill in agency/community based social work practice.

The purpose of concurrent practice courses with the internship course is to facilitate the integration of theory and practice. Every effort is made to use the learning experience gained in the internship in class discussions and to structure class assignments so that they may be connected to the field. Additionally, course content from the core areas of human behavior, policy, and research is to be integrated into the student’s experiences in the field and vice versa. All students are expected to share course syllabi and requirements with the field instructor to facilitate active integration of classroom and field content.

Curriculum Orientation

The MSW program offers a single, multi systems concentration to prepare students for advanced social work practice. All MSW students take advanced practice courses concurrently with the second year advanced field placement. The field course syllabi, SWRK 282 and 283, describe the learning goals, objectives, and expectations of each course (See [Section 2](#)).

Goals of Field Internship

Learning opportunities in the field sequence are designed to enable social work interns:

- a. To strengthen professional development, including advanced understanding and application of social work ethics and values to complex issues and an ongoing commitment to one's own professional growth.
- b. To develop an advanced working knowledge of and ability to assume professional roles and relationships within the multi systems contexts of the individual, families, groups, organizations and communities.
- c. To develop advanced practice skills with individuals, families, groups, organizations and communities and apply a range of theoretically supported intervention strategies at multiple systems levels.
- d. To strengthen skill in the evaluation of one's own performance and practice.
- e. To actively and continually integrate advanced multi systems practice knowledge and skill from the classroom into the advanced field practicum.

The specific learning objectives for SWRK 282 and 283 are outlined in the respective course syllabi which are contained in [Section 2](#) of the Manual.

SECTION 2. Overview of Administration and Delivery of Field Education

Overview

Field internship shares the goal of the curriculum; preparing students for practice and leadership in social service with various population groups. This goal is reflected in the choice of settings and assignment.

Field instruction is one of the five core areas of social work education and is designated as the “signature pedagogy” by our accrediting body, the Council on Social Work Education (CSWE). It is the graduate practicum or internship -- applied social work. These courses provide each student the opportunity to apply that which he/she learns in the other core areas: research, policy, human behavior, and practice.

The two major educational assumptions of the practicum are that a combined didactic/experiential learning environment is essential to the development of professional competence; and, that the student needs maximum involvement and participation in the process through which such development takes place. It is a matter of translating theory into practice, of knowledge into skill, value assumptions into choices and standards.

Supervision is essential to the development of advanced practice skills and self-awareness. To this end, students are required to participate in at least one hour per week of scheduled individual supervision with an M.S.W. field instructor. Ideally, this is provided in a regularly scheduled weekly meeting with the agency-based field instructor. There is also a faculty liaison who maintains contact with the field agencies and their staff on behalf of the Field Coordinator.

The present structure of the full-time MSW program requires field work to be done throughout the four semesters concurrently with classroom learning. Students enrolled in SWRK 282 and SWRK 283 during the second year are placed in an agency on assigned days for 21 hours per week. Unit value for the first year field practicum is two units per semester equal to 300 field hours, or 600 hours per year. MSW students must maintain a 3.0 GPA in order to be eligible for enrollment in SWRK 282 and 283.

Early in each semester of field internship, the student develops an Advanced Learning Agreement, which is reviewed and revised with the help of the field instructor and the faculty liaison. The Advanced Learning Agreement is the basis for evaluating the student's performance. At the mid semester and at the end of each semester, the field instructor completes a student performance evaluation and reviews it with the student. The faculty liaison reviews the completed evaluation, which is referred to the Field Coordinator's office. A copy of the evaluation is archived in the program's web based server, IPT.

Students are graded on a Credit/No Credit basis for field instruction. *In order to receive a Credit grade, students must complete the required hours and demonstrate performance at a satisfactory or above level in a minimum of 80% of the performance areas.* The grade is recommended by the field instructor and faculty liaison and assigned by the Field Coordinator.

The Learning Agreement, the field evaluations, and grading are discussed in more detail in Sections 6 and 7 of this Manual.

Field Internship Administrative Structure

Overall management of the field program is provided by the Field Coordinator and the Assistant Field Coordinator. Responsibilities for procedures, placement and other program decisions is shared with the faculty. Field internship policies are overseen by the faculty through the MSW Curriculum Committee, Field Sequence, and the Field Review and Certification Committee.

Field Coordinator Roles and Responsibilities

Roles and Responsibilities:

The office of the Field Coordinator is located at the Administrative level of the Department. It is staffed by a Field Coordinator, Assistant Field Coordinator, and a secretary. There is one standing committee, the Field Review and Certification Committee, which functions as an advising body to the Field Coordinator. The Field Coordinator is appointed by the Department Chair.

The Field Coordinator has responsibility for the coordination of the graduate and undergraduate field sequences in the Department of Social Work Education. Specific responsibilities include:

Development and Coordination of Curriculum and Evaluation Processes of the Field Sequence:

- a. Field curriculum development inclusive of student learning agreements, evaluation tools, field seminars and other curricular materials.
- b. Membership on the BA & MSW Curriculum Committees.
- c. Chair of the Field Sequence and Field Review and Certification Committees.
- d. Responsibility to keep Field Manuals accurate and current.
- e. Establishment and revision of student evaluation instruments.
- f. Establishment and revision of all evaluation instruments to be completed by students of their agency placements, field instructors, and field seminar leaders where applicable.
- g. Provide feedback to all field sites based on student and faculty evaluations.
- h. Facilitate the assignment of faculty field instructors to students and agencies.
- i. Develop, maintain, modify or revise policies and procedures governing the field sequence.

Coordination and Placement of all Students:

- a. Develop and maintain placement process for social work students.
- b. Orient students to the placements and the placement process.
- c. Evaluate students' needs, interests and readiness for field work by interviewing students. Consultation with other faculty, advisors and instructors will occur as needed.
- d. Assist students to select areas of interest for field work.
- e. Make arrangements for agency interviews.
- f. Establish and maintain contact with agencies throughout the placement process to ensure that, as far as possible, their specific needs are met.
- g. Advise students with special issues related to placement and develop plans to resolve the issue(s).
- h. Maintain contact with academic advisors in relation to their students' placement needs/academic progress.
- i. Collaborate with the Department Chair and /or project directors regarding stipend awards and placement assignments for award recipients.

Maintenance of the Present Field Placements:

- a. Maintain current information on all field placements.
- b. Act as liaison with the field agencies' administrations.
- c. Negotiate and maintain university/agency agreements as needed.
- d. Keep up-to-date by making periodic visits for assessment of the agency.
- e. Prepare and implement student placement evaluation instruments.
- f. Review with the Field Review and Certification Committee all significant changes in status of agencies affecting their use as a placement.

Selection of New Placements

- a. Follow up on requests by agencies for student placements by making visits and completing a study of the agency.
- b. Follow up on placements proposed by students by visiting and studying the agency.
- c. Have an Agency Placement Profile completed on all proposed new settings.

- d. Have Field Instructor Profiles completed for all proposed field instructors and agency supervisors.
- e. Present all proposed new placements to the Field Review and Certification committee for its review and certification.
- f. Maintain policies and procedures for use of an agency as a field placement where the student is an employee of that agency.

Coordination and Liaison between Supervisors, Field Faculty, Sequences, Students and Faculty:

- a. Establish and maintain policies and procedures regarding roles and responsibilities of the faculty field instructor/liaison.
- b. Facilitate assigning faculty field instructors/liaisons to placement agencies.
- c. Maintain open communication among all parties involved, concerning learning or related problems, including student, supervisor, faculty field instructors/liaison and educational advisors.
- d. Establish and maintain a system for the flow of necessary materials including student evaluations, class outlines, etc. to the appropriate persons.
- e. Coordinate with the Department Chair faculty field assignments and workloads.
- f. Provide orientation to new agency field instructor and supervisors.
- g. Provide orientation to new faculty field instructors/liaisons.

Establishment of Policies and Procedures for the Selection and Evaluation of Agency Field Instructors and Supervisors of Students.

- a. Review all candidates for agency field instructor or supervisor assessing their overall capabilities for teaching.
- b. Recruit field instructors and supervisors of students.
- c. Maintain a review of the field instructors teaching through student evaluations, discussions with the appropriate faculty consultants and periodic conferences with the individual instructors and supervisors.

Note: “Field Instructor” as used above means the assigned agency or faculty M.S.W. responsible for the student’s field work experience. “Supervisor” means an agency staff person, other than the M.S.W. field instructor who has some delegated responsibility for some of the student’s learning experiences. It is the social work field instructor who has final responsibility for the student’s practicum.

Assistant Field Coordinator Roles and Responsibilities

Assist the Field Coordinator in the planning, development, organization, implementation and evaluation of the field sequence for both the BA and MSW programs.

Specific responsibilities include:

Development and Coordination of Evaluation Process of Field Sequence:

1. Assist with Field curriculum development.
2. Membership on Field Review & Certification Committee.
3. Membership on Field Sequence Committee.
4. Responsibility to assist with keeping field manuals accurate and current.
5. Assist with establishment and revision of all evaluation instruments to be completed by student and agency placements, of field instructors, of field seminar leaders where applicable.
6. Provide feedback to agencies

Coordination and Placement of all Students:

1. Orient students to the placement process.
2. Evaluate students' needs, interests and readiness for field work by interviewing students. Consultation with other faculty, advisors and agency field instructors takes place as needed. Administrative planning of agency interviews for placement.
3. Make placement and re-placement decisions for students based on evaluation of learning needs.
4. Establish and maintain contact with agencies throughout the placement process to ensure that as far as possible their specific needs are met.
5. Advise students with special issues related to placements and where feasible develop plans to resolve them.
6. Work collaboratively with Field Coordinator in establishing policies and procedures for part-time students.
7. Maintain contact with academic advisors in relation to the students' placement needs/academic progress.

Maintenance of Present Field Placements

1. Assist with maintaining current files of field placements.
2. Act as liaison with the field agencies' administrations.

3. Negotiate university/agency agreements as needed.
4. Keep up-to-date by making periodic visits for reassessment of field placement agencies.
5. Prepare, implement, and review student placement evaluation instruments.
6. Review with the Field Review and Certification Committee all significant changes in status of agencies affecting their use as a placement.

Selection of New Placements

1. Follow up on requests by agencies for student placements by making visits and completing a study of the agency.
2. Follow up on placements proposed by students by visiting and studying the agency.
3. Present proposed new placements to the Field Review and Certification Committee for its review and certification.
4. Assist with developing and maintaining policies and procedures for use of an agency as a field placement where the student is an employee of the agency.

Coordination and Liaison between Supervisors

1. Assist with establishing and maintaining policies and procedures regarding roles and responsibilities of the faculty field instructor/liaison.
2. Maintain open communication among all parties involved, concerning learning or related problems including student, supervisor, field instructors, Field Coordinator, faculty liaisons and educational advisors.
3. Assist with review of student learning agreements, student performance evaluations and assignments of grades for SWRK 282/283.
4. Provide orientation to new agency supervisors.
5. Provide orientation to new agency field instructors.

Establishment of Policies and Procedures for the Selection and Evaluation of Agency Supervisors and Field Instructors of Students

1. Review candidates for agency supervisor and/or field instructor, assessing their overall capabilities for teaching.
2. Recruit field instructors for students.

Field Review and Certification Committee

Membership: The Field Coordinator will act as the committee chair. The department chair will appoint three faculty members for three-year terms with no more than one member terminating

membership in any one year, and three representatives of the practice community, generally agency field instructors. The faculty and field instructors appointed shall include at least one each who is experienced with or knowledgeable about the BA and the M.S.W. programs.

Function: The Committee serves as an advisory, recommending body to the Field Coordinator in all aspects of the field sequence. Areas of responsibility include:

1. Review and certification of all field placements for specific levels of learning/concentration.
2. Sequence curriculum review and development.
3. Field instruction review and development.
4. Any other matters that may from time to time be referred by the department chair.

Procedures: The committee will develop its own procedures and schedules of meetings as is needed to carry out its responsibilities. The committee will form subcommittees and individual members will be assigned to chair the subcommittees as needed.

Committee members may ask or may be asked to participate in on-site visits including meetings with field instructors, supervisors, agency representatives and students.

Faculty Liaison Roles and Responsibilities

The faculty liaison is a member of the faculty of the Department of Social Work Education selected to work with particular social services agencies because of his/her interest, knowledge and background in that particular field. The faculty liaison is the department's representative to the field instruction agency and is expected to serve both as a consultant to the field instructor and to the students. In addition, the liaison serves as the primary link between the agency, field instructor and the students. An outline of the faculty liaison roles and responsibilities is provided below. A check-off list of specific information to be covered during agency site visits is located in [Section 9](#).

Responsibilities to the Department

1. Informs the Field Coordinator in a timely manner about any significant changes in the agency, the field experience, or individual student performance.
2. Describes and evaluates the educational opportunities within the agency after consulting with the field instructor and the agency administrator; provides the department with a written liaison report after each agency visit or significant contact within 2 weeks of the visit/contact.
3. Reviews the field evaluation with the field instructor and the student at the end of each semester; reports unsatisfactory or marginal performance to the Field Coordinator; and recommends a grade for the student with input from the field instructor.
4. Serves as principal liaison between the department and the agency including

appropriate communication with its executive and/or training director about the total curriculum and the particular goals of field instruction.

5. Obtains information about agency programs and personnel which is given to the Field Coordinator to assist in overall field program planning.
6. Consults with the Field Coordinator and the student's educational advisor, when appropriate, as to the student's progress and/or problems.
7. Reads and signs all student evaluations, evaluations of agency and field instruction completed by students, and provides feedback.
8. Evaluates the field placement and makes recommendations to the Field Coordinator.
9. Makes annual recommendations to the Field Coordinator as to the suitability of the agency and the field instructor for continued participation in the field instruction program.
10. Provides field instructor training and student field seminars as assigned.

Responsibilities to the Agency:

1. Informs the agency of the department's expectations regarding the content and structure of field instruction and aids the agency and the field instructor in planning and implementing this content.
2. Confers with the agency about student assignments for the coming year; available field instructors, and educational opportunities; communicates the result of this conference in writing to the Field Coordinator at the end of spring semester.
3. Communicates with field instructors about the department's curriculum and any changes in the program.
4. Consults with the agency on the development of a student training program that includes individual student learning agreements and participates in final evaluation conferences.
5. Keeps the agency informed and up-to-date on the educational program of the department and provides information about student's past work experiences, educational background and current academic progress.
6. Suggests learning experiences and assignments which would facilitate student's meeting expectations. Clarifies level of performance expected.
7. Advises field instructor of the importance of: (1) making expectations clear to the student; (2) providing regularly scheduled supervision; (3) encouraging student responsibility for own learning; and (4) maintaining on-going evaluative feedback to

the student regarding his/her progress.

8. Makes periodic visits (2 times each semester) and calls to review field learning agreement and learning progress.
9. Is available as a resource in the evaluation of the student and in the resolution of problems.
10. Is available to the field instructor and/or student(s) or others for immediate consultation and conflict mediation when requested.

Responsibilities to the Student:

1. Prepares the student for the field placement and orients him/her to field instruction.
2. Visits the agency twice each semester, routinely, and more often as necessary.
3. Confers with the student and the field instructor about the student's experience and performance in accordance with the department's educational expectations.
4. Helps the student resolve problems related to field instruction (e.g., difficulties with supervision, learning blocks, conflicts with the agency).
5. Evaluates the student's progress in consultation with the student and the field instructor.
6. Clarifies department's expectations as to what the student should know and be able to do when he/she completes the field placement.

Faculty Field Instructor Role and Responsibilities

Assignment - Faculty field instructors are assigned to the field by the department chair in consultation with the Field Coordinator, who in turn reviews the assignments being considered with faculty and, if necessary, with the Field Review and Certification Committee.

Functions - The faculty field instructor may have one or two roles, depending upon the arrangement agreed upon with the agency. One is as a consultant/ liaison to an agency supervisor. The other is as field instructor of student(s). In both cases, the faculty concerned is responsible to the Field Coordinator; consults with him/her, and with the student's educational advisor as needed.

Agency Field Instructor Role and Responsibilities

Appointment - Agency field instructors are appointed by the Field Coordinator using the guidelines for qualifications of field faculty and supervisors. The use of a placement always depends upon the availability of qualified field instruction available.

The Field Instructor's Function and Responsibilities to the Department

1. Coordinates with the department to provide field instruction that complements and augments classroom learning.
2. Maintains an ongoing evaluation of each student's progress and prepares a written summary of the student's performance at the mid-term and the end of each semester (See [Section 7](#)).
3. Keeps the faculty liaison informed about the student's progress and raises questions as needed; promptly advises the liaison of concerns regarding student's performance, grading, and evaluation, after discussing them first with the student.
4. Provides feedback to the department about various components of the curriculum and the appropriateness of the placement; helps plan for the future use of the placement.
5. Completes mandatory one-time online training and attends periodic department sponsored field instructor meetings
6. Provides the department with an up-to -date resume.
7. Maintains a file of student work and recordings.

The Field Instructor's Function and Responsibilities to the Student:

1. Orients the student to the agency including its philosophy, funding sources, and target populations; informs the student about the strengths and weaknesses of the agency and the community's service delivery system.
2. Assumes overall responsibility for the student's educational experiences and coordinates the student's involvement with other agency staff members.
3. Schedules a one hour weekly conference with each student as protected time for field teaching, educational support, and administrative supervision; makes additional time available to the student as needed.
4. Helps the student develop the Foundation Field Learning Agreement each semester and provides regular feedback to the student about his/her performance in the field (see [Section 6](#)).
5. Provides an educational climate that challenges the student to expand his/her professional skills, knowledge, and values.

6. Advocates for the student to gain access to learning experiences within the agency and the professional community.
7. Arranges for the student to participate in selected agency activities (e.g., board meetings, committees, conferences, in-service training.)
8. Assists the student to meet professional responsibilities and use time appropriately.
9. Helps the student integrate theory with practice.

Field Instructor Qualifications:

The field instructor of students is a professional social worker (or equivalent) who has been designated by the department and accepted by the agency to supervise students in field work. He/she must possess the M.S.W. or its equivalent from a CSWF accredited school of social work plus a minimum of two year's post M.S.W. employment as a professional social worker. Prior substantial experiences in social work, especially in direct services or program development, management and/or supervision might substitute for more limited post M.S.W. experience. As with all teachers, the field instructor should challenge the student and promote creativity. Specifically he/she should be able to demonstrate an acceptable level of performance, by providing a vitae and possibly also references.

He/she should have kept current with new developments in social work, either in a general way by active membership in NASW or other professional organizations; possess specialized knowledge or skill, e.g., licensed clinical social worker; be able to demonstrate some familiarity with recent social work related literature and programs. He/she may have attended workshops, continuing education courses, in-service training self-development groups, etc. He/she should be able to demonstrate capacity to function in his/her agency, get along with colleagues, deal positively with conflict, promote changes as needed and have respect of senior and junior colleagues.

Finally, he/she should be thoughtful, fair and objective on controversial issues, able to take and maintain a position, be honest, and able to communicate clearly with the student both positive and negative feedback, such that independent inquiry would show that both student and field instructor had basically the same understanding of a given situation. He/she would not hesitate to contact appropriate faculty should problems arise.

Field Instructor Expectations:

1. Be able to identify own learning style, and assess student's as similar or different, developing learning experiences adapted to the needs and pace, abilities, etc. of student in a systematic manner, gradually, for example, expecting more as students know and can do more.
2. Preferably have had good instruction in his/her own training, and while perhaps using that as a starting point, be able to see that a different model might suit current needs better. Where field instructor had poor or negative field experience he/she

understands how this might have affected his/her motivation, interest, and style of instruction.

3. Be interested and willing to take the time to familiarize him or herself with the department's program, how it has changed or is changing; attend meetings and be willing to contribute to the department beyond instruction of students placed.
4. Be willing to go over the field instruction outline and assess what, in its comprehensive contents, he/she will or will not be able to provide. If placement is limited in some respects, is he/she willing to develop some supplementary experiences?
5. In terms of social work roles, beliefs and values, adhere to the code of ethics, and be able to differentiate teaching roles clearly from staff supervisory ones.
6. Be able and willing to teach effectively, students whose backgrounds, race, religion, personal philosophy, etc., differ from his/her own.
7. Be clear about own motivation for doing field instruction, willing and able to give the time and attention needed.
8. Be clear about expectations: how much or how little structure to provide, how much or how little independence of action for the student(s), reciprocal responsibilities clearly understood and consistently honored by all parties.
9. Finally, the field instructor should strive to meet all deadlines and provide feedback, input, etc., to the department. Those who find that their work responsibilities change during the placement, or come to interfere in unexpected ways with field teaching, should let the faculty liaison know so that the department may try to help in effecting adjustments and maintaining a quality educational experience for the students.

Seven Dimensions of the Field Instructor Role:

1. Creating and Maintaining the Learning Environment. Creates an open, helpful environment for student learning. Develops learning opportunities for students beyond the immediate assignment. **Methods:** preparing for the student by discussing learning opportunities and support needs with colleagues and administrators, facilitating contact between students and colleagues, and making optimal use of task supervisors (i.e., having specified student assignments supervised by other workers).

2. Providing Student Orientation. Provides information that allows students to understand agency systems as a whole as well as the student's particular tasks. Provides information in a planned progression from simple to complex. **Methods:** providing initial orientation, on-going task orientation, and information visits to referral sources.

3. Modeling Job Skills. Provides a model of professional social work skills, judgment, and values in action. Allows students to see and analyze professional work. **Methods:** sharing and discussing samples of the field instructor's work and/or that of other professionals in the agency

(case records, reports, tapes, direct observation), and working together on practice tasks with time for processing.

4. Providing Educational Instruction and Administrative Supervision. Provides a structured field instruction meeting on a weekly basis. Assists with the development of a learning agreement to govern placement objectives and tasks. Analyzes examples of student's work with student. Available for consultation as needed. Provides the student with opportunities to develop professional written and oral skills. Arranges for back-up supervision by other staff. **Methods:** making optimal use of learning agreement, process recording, taped samples, field instruction agendas, and a consulting style which guides and encourages the learning process.

5. Giving Feedback and Evaluation. Provides ongoing feedback about strengths and areas for improvement. Challenges students to grow in skill and understanding. Communicates regularly with the field liaison regarding student progress. **Methods:** using regular feedback as part of weekly field instruction, (feedback includes clear suggestions for change and allows the student time to use the feedback for improvement), as well as clear and thorough evaluation processes.

6. Demonstrating Commitment to Broader Issues in Student Education. Encourages students to critically examine professional practice within the agency. Provides information about her/his own and agency theoretical perspectives. Helps students to identify a range of strategies. Encourages students to explore the relevance of theoretical learning to practice situations. **Methods:** raising theoretical issues in individual and/or field instruction meetings, suggesting relevant readings, facilitating student attendance at staffings, in-services, program meetings and discussing student observations and reactions

7. Providing support. Frequently communicates interest in the student's progress. Communicates openness to student's request for assistance. Provides helpful perspectives regarding student's emotional reactions to practice situations. **Methods:** providing opportunities for students to share relevant personal reactions, sharing reactions and needs for assistance and facilitating mutual support among a group of interns. (Johnson, Reitmeir and Rooney, 1988.)

SECTION 3. Field Education and Practice Curriculum

EPAS Competencies & Advanced Practice Behaviors

CALIFORNIA STATE UNIVERSITY, FRESNO

Department of Social Work Education

Council on Social Work Education

EPAS (Educational Policy and Accreditation Standards) Competencies & DSWE

ADVANCED PRACTICE BEHAVIORS

Policy	Competency	MSW Advanced Practice Behaviors
2.1.1	Identify as a professional social worker and conduct oneself accordingly. Knowledge/values: Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.	1) Demonstrate professional use of self in specific multi systems level interventions. 2) Demonstrate commitment to ongoing professional development by understanding one's professional strengths, limitations, challenges and needs, including self-awareness.
2.1.2	Apply social work ethical principles to guide professional practice. Knowledge/values: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	1) Employ strategies of ethical decision-making to multi systems practice and research. 2) Manage personal biases as they intersect with professional knowledge, values and laws in social work practice
2.1.3	Apply critical thinking to inform and communicate professional judgments. Knowledge/values: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.	1) Complete comprehensive assessments using a multi systems perspective. 2) Provide effective verbal and written communication-in transdisciplinary settings.

Policy	Competency	MSW Advanced Practice Behaviors
2.1.4	<p>Engage diversity and difference in practice.</p> <p>Knowledge/values: Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p>	<ol style="list-style-type: none"> 1) Demonstrate depth in critical analysis of the intersectionality of diversity factors. 2) Effectively implement multi systems level interventions that are culturally congruent with the needs of diverse populations.
2.1.5	<p>Advance human rights and social and economic justice.</p> <p>Knowledge/values: Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p>	<ol style="list-style-type: none"> 1) Apply knowledge of intersectionality and oppression to guide intervention at multi systems levels. 2) Implement advanced practices at multi systems levels that promote human rights and social and economic justice
2.1.6	<p>Engage in research- informed practice and practice-informed research.</p> <p>Knowledge/values: Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>	<ol style="list-style-type: none"> 1) Use advanced practice experiences to inform research at multi systems levels. 2) Apply research methods to evaluate multi systems social work practice processes and outcomes.

Policy	Competency	MSW Advanced Practice Behaviors
2.1.7	Apply knowledge of human behavior and the social environment. Knowledge/values: Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.	1) Synthesize and differentially apply theories of human behavior and the social environment to guide practice at multi systems levels.
2.1.8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Knowledge/values: Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.	1) Apply current models of advanced policy practice to micro and macro assessments, prevention and intervention. 2) Engage in advocacy that advances social and economic well-being on a regional, state, national and/or international level.
2.1.9	Respond to contexts that shape practice Knowledge/values: Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.	1) Recognize and assess the context for practice and intervene based on identified socioeconomic, cultural, and technological changes that impact multi systems practice. 2) Demonstrate initiative in responding to socioeconomic and political contexts that affect practice.
2.1.10 (a)-(d)	Engage, assess, intervene, and evaluate with individuals, families, groups, organization and communities Knowledge/values: Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups,	

Policy	Competency	MSW Advanced Practice Behaviors
	organizations, and communities. Practice knowledge includes7 identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.	
2.1.10(a)	Engagement Social Workers	<ol style="list-style-type: none"> 1) Demonstrate effective engagement with consumers/stakeholders at multi systems levels utilizing advanced strengths based approaches. 2) Facilitate mutual learning at multi systems levels in planning interventions.
2.1.10(b)	Assessment Social Workers	<ol style="list-style-type: none"> 1) Demonstrate the ability to systematically assemble and interpret assessment data, using multi systems level assessment tools. 2) Demonstrate continuous assessment and collaboration at relevant systems levels for the development of specific practice outcomes.
2.1.10(c)	Intervention Social Workers	<ol style="list-style-type: none"> 1) Identify and critically evaluate, select, and apply best practices and evidence-based interventions at multi systems levels. 2) Demonstrate collaboration with consumers/stakeholders and/or professionals to address complexities and facilitate sustainable interventions.
2.1.10(d)	Evaluation Knowledge/values:	<ol style="list-style-type: none"> 1) Identify, critically evaluate, select and apply methods for evaluation of practice. 2) Use practice outcomes to modify interventions and increase effectiveness at multi systems levels.

SWRK 282 (Fall) Advanced Field Instructed Practice I

SYLLABUS FOR ADVANCED FIELD INSTRUCTED PRACTICE I (SWRK 282)	
Fall 2019	California State University, Fresno
Course Information	Instructor Name
Units	Office Number
Time	E-Mail
Location	Telephone
Website	Office Hours

Course Description:

SWRK 282 Advanced Field Instructed Practice (3). First of two semesters applying advanced theories and concepts in field instructed practice with individuals, families, groups, formal organizations and communities. Approved for RP grading. CR/NC grading only. (Formerly SWRK 251)

Prerequisites for the Course:

SWRK 281; concurrent enrollment in SWRK 224, 225, and 246; and permission of the Field Coordinator.

Required Course Materials:

Students enrolled in SWRK 282 are required to purchase liability insurance. See the MSW 2 Field Manual for details. It can be located and downloaded at the department website, www.fresnostate.edu/socwork

A. Material

1. Field calendar (available on line at the DSWE website)
2. Advanced Learning Agreement (available on line at the IPT website)
3. Student Performance, Field Instructor, and Agency Evaluation Forms (available on line at the IPT website)
4. MSW 2 Field Manual (available on line at the DSWE website)

B. Reading

1. MSW 2 Field Manual (available on line)
2. Readings as assigned by the field instructor

Course Specifics:

Summary of the Course: SWRK 282, the first of two semesters of advanced field instructed practice, is expected to provide students with a range of advanced learning experiences concurrently with the advanced concentration practice courses (SWrk 224, 225 and 246) to facilitate integration of the primary theoretical perspectives of the program (systems, empowerment, learning and conflict theories). The field practicum provides supervised, "hands on" experience of social work, affording students the opportunity to develop, practice and enhance a range of professional practice skills as well as to subsequently evaluate the effectiveness of interventions. The field practicum is designed to require students to demonstrate in behavior with clients/constituents, agencies and communities the knowledge and skills derived from the total curriculum. The field practicum emphasizes multi-systems interventive strategies that address the following areas: 1) a commitment to social justice, 2) the empowerment perspective, and 3) diversity/cultural awareness. The first semester of advanced field instructed practice provides a multi systems social work practice emphasis focusing upon work with individuals, groups, and organizations in a diverse regional and global community. Students are placed in an approved field agency for the academic year and complete 300 hours each semester, for a total of 600 hours of supervised social work field instruction. Students also participate in a campus-based, biweekly field integration seminar for one hour for a total of 8 hours per semester which are included in the 300 required hours for each semester.

Course Goals:

To acquire advanced knowledge and skills for multi systems and global social work practice utilizing diversity awareness and culturally competent practice, an empowerment perspective and principles of social justice in support of the following educational goals for both semesters of the advanced concentration year (SWRK 282 and SWRK 283):

1. To strengthen professional development, including advanced understanding and application of social work ethics and values to complex issues and an ongoing commitment to one's own professional growth.
2. To develop an advanced working knowledge of and ability to assume professional roles and relationships within the multi systems contexts of the individual, families, groups, organizations and communities
3. To develop advanced practice skills with individuals, families, groups, organizations and communities and apply a range of theoretically supported intervention strategies at multiple systems levels.
4. To strengthen skill in the evaluation of one's own performance and practice.
5. To actively and continually integrate advanced multi systems practice knowledge and skill from the classroom into the advanced field practicum.

Student Learning Outcomes:

The following learning objectives/outcomes represent the continuum of learning for the first semester of the advanced year of field instructed practice, SWRK 282:

- 1.1 To articulate and identify with the value orientation, roles and activities of social workers as different from other professionals. To apply and integrate core social work values and ethics, including the central practice principles of diversity awareness, social justice and empowerment, in working with various client systems and colleagues.
- 1.2 To develop and demonstrate the ability to professionally process ethical dilemmas.
- 1.3 To actively and responsibly participate in one's own learning by identifying advanced learning needs, seeking feedback and being open to the learning process. To identify and

- apply theoretical concepts and principles and begin to formulate a theoretical framework for practice.
- 1.4 To demonstrate professionalism in appearance, conduct with clients/consumers and other professionals across systems, and in the planning, organizing and completion of all responsibilities.
 - 1.5 To strengthen professional identity and participate in ongoing professional development.
 - 2.1 To understand and practice a multiplicity of professional roles in the delivery of social work services from a multi systems and global perspective: advocate, broker, case manager, community organizer, counselor/therapist, consultant, facilitator, mediator, policy analyst, policy developer, supervisor and researcher.
 - 2.2 To develop an understanding of the concept of professional use of self and apply it by using professional knowledge, values and experience.
 - 3.1 To initiate and develop interpersonal and professional relationships with colleagues and other agency personnel. To participate appropriately in interdisciplinary consultation and collaboration to further client/consumer goals and objectives. To conduct multidimensional, multi systemic assessments that incorporate diversity awareness and culturally competent practice, strengths, and an empowerment perspective as the basis for multi systems social work practice.
 - 3.2 To apply theoretical knowledge and strengthen skills in multi systemic diagnosis utilizing DSM IV-TR, Mental Status Examination, and P-I-E (Person in Environment).
 - 3.3 To engage clients/constituents in the process of problem identification, goal determination and service planning. To apply theoretical knowledge and practice skills to the planning phase of group development.
 - 3.4 To demonstrate advanced practice helping skills, including accurate empathy, joining, analyzing, attending, focusing, responding, partializing, directing, and reframing at multiple systems levels.
 - 3.5 To identify and effectively respond to verbal and non verbal barriers in social work practice, particularly at the individual, group and organizational levels. To effectively apply intervention methods from the advanced concentration courses such as complex case management, solution-focused, ethnographic and narrative approaches, group facilitation, constructive group decision-making, management of the phases of group process, analysis of organizational settings, policy creation and social work administration.
 - 3.6 To gain advanced social work experience with both task and socialization/treatment groups.
 - 3.7 To demonstrate clear knowledge of the practicum setting and apply understanding of administrative responsibilities within the setting, such as decision-making, personnel matters and program planning.
 - 3.8 To critically analyze the impact of applicable agency, state and federal policies/programs in assessment and intervention at multiple systems levels, particularly with constituent groups and vulnerable populations. To actively participate in the development of policy at the organizational and community levels.
 - 3.9 To demonstrate an advanced understanding of services available in the agency and community and link client/constituents/agencies to necessary services. To demonstrate professional skill in verbal and written reporting.
 - 4.1 To complete the following minimum practice experiences: 3 individuals; 1 task group and 1 socialization/treatment group, and one organizational analysis. To demonstrate self-awareness and utilize self-reflection in evaluating the effects of values, biases, transference and counter transference on professional social work practice.
 - 4.2 To understand and integrate the impact of age, culture, race, gender, socioeconomic status, sexual orientation and disability into one's delivery of culturally competent social work services.

- 4.3 To demonstrate advanced use of both qualitative and quantitative methods to evaluate the effectiveness of one's practice.
- 5.1 To participate in a biweekly field integration seminar.
- 5.2 To integrate and apply an understanding of the interrelatedness of multiple systems and a global perspective in all phases of social work service: assessment; planning; intervention; evaluation; and, termination.
- 5.3 To critique and apply appropriate theoretical concepts and practice models with diverse and oppressed persons, groups and systems, particularly focusing on an empowerment perspective.

Course Requirements/Assignments:

The following are specific assignments for SWRK 282:

1. Attend internship according to the established practicum schedule and successfully complete 300 hours of internship per semester.
2. Attend biweekly field integration seminar.
3. Develop a learning agreement which is due to the Field Coordinator by the fourth week of field placement and includes specific learning assignments congruent with the educational goals and objectives of SWRK 282. The learning agreement requires signatures from the student, internship supervisor, faculty liaison and Field Coordinator. See the MSW2 Field Manual for specific requirements.
4. Students will complete a release of Liability/Emergency Contact form and submit it to the field secretary in the department.
5. Complete evaluation of practice assignments as outlined in the semester learning agreements. The assignments will be utilized as a mechanism to evaluate one's own practice.

Date	Assignment	Points
9/25/19	Learning agreement	N/A
10/16/19	Mid-term Evaluation	N/A
12/11/19	Final Evaluation	N/A

Grading Policy:

SWRK 282 is graded on a CR/NC basis. Student evaluation forms are completed at the end of each semester and the field instructor recommends the grade based on student performance and department requirements (see MSW 2 Field Manual for more information). Students who do not complete the required hours within the semester period may be given an "RP" grade which is converted to CR/NC upon completion of the hours and receipt of a satisfactory final evaluation.

Course Policies & Safety Issues

Readiness to Begin Internship: Work for any incompletes in prerequisite courses for the field internship must be submitted by the 10th day of instruction in the fall semester or the student will be withdrawn from the internship and co-requisite practice courses. In addition, some agencies require interns to complete screening or orientation/trainings during the summer *prior* to beginning the internship. Students who fail to complete these processes and, as a result, are

unable to begin the internship as scheduled in the fall, will be allowed no more than 3 weeks to clear requirements and begin internship. Delays beyond 3 weeks will result in administrative withdrawal from internship and the co-requisite practice courses. Replacement will only be considered when the delay is due to significant, extraordinary factors that were beyond the student's control.

Students who fail to report to their assigned field internship as scheduled, and who fail to notify the office and their agency of non-attendance in first week of field, will be withdrawn from field and the concurrent practice courses.

Late Papers: If you are unable to meet a deadline for a placement assignment, you are expected to discuss this issue in advance with the instructor and/or liaison. Under certain conditions, it may be possible to make arrangements for a later deadline. Late assignments may result in the inability to accrue field placement hours until the assignment is satisfactorily completed; students cease to earn credit for internship hours when learning agreements and/or evaluations are overdue by more than 2 weeks based on scheduled due date, or, for evaluations, earned hours.

Attendance and Class Participation: Students are expected to establish a regular schedule of 21 hours per week of agency-based field practicum experience for each semester of the second year of Advanced Field Instructed Practice, SWRK 282 and SWRK 283. Students are also required to attend a biweekly field integration seminar on campus for one hour (for a total of 8 hours per semester). Expectations and policies regarding attendance and participation in the field practicum are outlined in the Graduate Field Manual which is available on line at the department website referenced above.

Dismissal: The university and department policies on dismissal are outlined in the MSW 2 Field Manual. All students are responsible for conducting themselves in a professionally appropriate and ethical manner at all times during the field internship. All students are also responsible for knowing and adhering to both university and department policy as outlined in the MSW 2 Field manual and the University catalog. Students are also responsible for knowing and adhering to policies specific to their field internship agency.

Cell Phones: Students are expected to follow agency policies regarding cell phone use.

University Policies and Services:

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052. Graduate students can also access support for writing at the Graduate Writing Studio (Henry Madden Library 2119; 278-2450) and for data analysis, the Graduate Statistics Studio (Henry Madden Library, Room 2120, 278-2451).

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:
<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

**Tentative Course Schedule
Fall 2019**

**Field Integration Seminar Calendar
Social Work 282**

(Biweekly)

CLASS	DATE	TOPIC
1		Introductions, Overview of Seminar Purpose and Content Organizing into Two Sections
2		Development of the Advanced Learning Agreement <u>Discussion Topics:</u> <ul style="list-style-type: none">• Planning and Negotiating Appropriate and Required Learning Experiences• Planning and Preparing to Engage in Peer Consultation
3		<u>Peer Consultations</u>
4		<u>Peer Consultations</u>
5		<u>Peer Consultations</u>
6		<u>Peer Consultations</u>
7		<u>Peer Consultations</u>
8		<u>Discussion Topic:</u> Termination, Seminar Evaluations

SYLLABUS FOR SEMINAR IN FOUNDATIONS FOR SOCIAL WORK PRACTICE I (SWRK 220)	
Fall	California State University, Fresno
Course Information	Instructor Name
Units	Office Number
Time	E-Mail
Location	Telephone
Website	Office Hours

Course Description: This course is designed to prepare the student interested in social work practice with individuals with knowledge for sophisticated assessment and intervention. Within the framework of a competency-based assessment and treatment model, students will learn about adaptive and maladaptive behavior, the signs and symptoms of psychopathology, and the practical applications of diagnostic classification, as well as its limitations and misuses. Students will be apprised of the controversies and changes underway in mental health theories and diagnosis, how this manifest in practice, and the integral role social work professionals must play in the ongoing evolution of theory and practice. Students will be expected to evaluate their own practice with individuals in the context of social work values and ethics, and to contribute to the development of agency and institutional practices which promote social justice and the empowerment of their clients in a diverse regional and global community.

Prerequisites: SWRK 203, 213, 221, 261, 281, and concurrent enrollment in SWRK 282

Required Course Materials:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, D.C.: American Psychiatric Association.

Brandell, J., R., Ed. (2014). *Essentials of clinical social work*. Thousand Oaks, CA: Sage Publications.

Petrovich, A. and Garcia, B. (2016). *Strengthening the DSM: Incorporating resilience and cultural competence* (2nd ed.). New York, NY: Springer Publishing Co.

Recommended Texts

Morrison, J. (2013). *DSM-5 made easy: The clinician's guide to diagnosis*. New York, NY: The Guilford Press.

Course Goals and Primary Learning Outcomes

Course Goals

1. To understand, critically evaluate, and utilize the current classification system of mental and emotional disorders, DSM-5, in a socially just, empowering manner which

recognizes and responds to the reciprocal effects of macro issues on micro practice and vice versa. EPAS 2.1.5, PB2; EPAS 2.1.10b, PB1, EPAS 2.1.10, PB1;

2. To understand, critically analyze, and apply the major theories that guide advanced social work practice with individuals, including the general concepts of evidence-informed practice and the role of the “common factors” in the relationship between social worker and client. EPAS2.1.6, PB1; EPAS 2.1.10c, PB1;
3. To understand and apply current interventions with individuals which are specifically designed in response to the needs of multi-cultural and oppressed populations, at multi-systems levels. EPAS 2.1.4, PB1&2;
4. To use at an advanced level, evaluation tools, self-awareness, and the process of supervision/consultation in the service of empowering, culturally competent practice with individuals. EPAS 2.1.10d, PB1&2.

Learning Outcomes

- 1.1 To understand the evolution of the DSM classification system, the issues and controversies involved, and the contributions of the social work profession to the process. EPAS 2.1.3, PB1;
- 1.2 To understand and critically evaluate the content of the DSM-5 and be able to utilize it in the diagnosis of individual clients in an empowering manner. EPAS 2.1.3, PB1&2;
- 1.3 To apply the Mental Status Examination and related instruments in the assessment process, including the written component of an assessment report. EPAS 2.1.10b, PB1;
- 1.4 To apply a comprehensive competency-based, multi-dimensional assessment model, which incorporates biological, psychological, social, cultural and spiritual components, to individual clients and their contexts. EPAS 2.1.10b, PB1;
- 2.1 To understand the evolution of psychodynamic theory into its current forms of ego psychology, object relations, self-psychology, and intersubjectivist approaches, and be able to apply them to practice with individuals. EPAS 2.1.3, PB2;
- 2.2 To understand the evolution of learning theory into its current forms of self-efficacy, cognitive and multi-modal behavioral therapy, and be able to apply these theories in advanced practice with individuals. EPAS 2.1.3, PB2;
- 2.3 To understand current integrative theories and be able to apply them in clinical practice, including research on psychotherapy outcomes, the “common factors,” and the strengths and limitations of evidence-based treatments. EPAS 2.1.3, PB 2;2.1.6, PB2; EPAS 2.1.7, PB1;
- 2.4 To understand the status of current knowledge concerning neurobiological bases of mental and emotional disorders, the role of medication in their treatment, and the role of the social work professional in clients’ understanding, decision to utilize, comply with, and communicate about their responses to medical interventions. EPAS 2.1.3, PB2; EPAS 2.1.10c, PB1;

- 3.1 To understand the basic tenets of a multicultural approach to advanced social work practice with individuals, including the role of culture in the mental health assessment and intervention process and ethical standards for culturally competent skills. EPAS 2.1.2, PB1 & 2; EPAS 2.1.4, PB1&2; EPAS 2.1.10, PB1&2;
- 3.2 To understand the basic tenets of an empowerment approach to social work practice, including the nature and effects of oppression, the participatory nature of the client/consumer role in the intervention process, and the characteristics of strengths-based practice. EPAS 2.1.4, PB1&2; EPAS 2.1.5, PB1&2; EPAS 2.1.10a; PB1;
- 3.3 To understand and be able to utilize solution-focused, ethnographic and narrative approaches to social work with individuals. EPAS 2.1.3, PB2; EPAS 2.1.7, PB1;
- 3.4 To understand and be able to collaborate with natural healers and utilize culture-specific and international practices, such as healing rituals, music, art and other non-verbal interventions in work with individual clients, using both quantitative and qualitative methodologies. EPAS 2.1.4, PB1 & 2; EPAS 2.1.9, PB2
- 4.1 To conduct ongoing process and summative evaluations of professional service in a mutual, collaborative process with clients and client systems. EPAS 2.1.10c, PB2; EPAS 2.1.10d, PB1;
- 4.2 To demonstrate increased depth of self-reflection in the context of an ongoing supervisory relationship, understanding and examining the processes of transference and countertransference as essential components of evaluating the helping relationship. EPAS 2.1.1, PB1; EPAS 2.1.3, PB2;
- 4.3 To engage in consultative processes in multi-disciplinary settings and with professional social work peers. EPAS 2.1.10a, PB1.

Course Specifics

Methods of Instruction:

Each seminar will meet for three hours per week. There will be a combination of presentations by the instructor, guest speakers, readings and discussion, student led discussion sessions, with emphasis on student participation. All students are expected to attend regularly, to read in preparation for class, and to contribute to seminar discussion. Students are encouraged to bring for discussion experiences with clients in their field placements in order to promote the integration of classroom learning to the world of practice. Additional case material will be introduced to illustrate and clarify discussions. Various teaching media such as audiotapes, videotapes, films, and role-playing may be used.

Students will be expected to explore areas related to advanced practice in depth, illustrating the connection between theory and practice. Special emphasis will be placed upon assignments that illustrate practice issues in working with culturally diverse and marginalized populations. This will be accomplished through complex case examples, seminar focused discussion, and written and oral assignments. Ethical and value concerns, issues, and dilemmas will be addressed in case material throughout the semester.

Web-based Instruction/Blackboard:

THIS COURSE IS WEB-SUPPORTED: This course syllabus, calendar, assignments, and supplemental material are posted on Blackboard. Power points for lecture material will be posted after the lecture is presented in class. TO ACCESS BLACKBOARD (Bb) students need a university (CVIP) e-mail account and Internet connection. Your “my.csufresno.edu” login and password gains you access to Blackboard.

It is your responsibility to make sure you can access and negotiate Blackboard for class materials and resources. You are responsible for checking for announcements and e-mail sent through Blackboard. For more information, go to <http://blackboard.csufresno.edu>

Email: You are expected to check your university e mail regularly (csufresno.edu account) or redirect e mail to the regular mailbox you use. I send e mail to the account listed in Blackboard. I respond to all program/course related student e mail. In particular, I acknowledge receipt of any assignments/attachments I receive. Thus, if you do not receive a reply, it means I did not get your e mail and/or it got filtered as possible spam. You should resend the e mail (and perhaps give me a call to alert me to it). You should ALWAYS put SWRK 224 somewhere in the subject line or you risk you e- mail being deleted unopened.

Examinations and Major Assignments

Take Home Assignments: (4 @ 10pts each=40 points) Along with the material presented in class on most weeks, a take-home assignment will be given, applying class material to specific advanced theoretical and interventions challenges involved in social work with individuals. Students will be expected to demonstrate their ability to apply theoretical concepts, assessment, and practice skills in the field, to describe their practice in writing, to critically analyze the effectiveness of their interventions, and to demonstrate increased personal awareness of strengths and weaknesses through reflective writing, utilizing the departmental mission pillars and applying the NASW Code of Ethics to complicated practice challenges.

Thought Provoking Questions: (4 @ 10 pts each=40 points) This assignment requires four (4), *briefly* written responses to questions regarding the readings in the Brandell and Petrovich & Garcia texts assigned for the week. These will be ***unscheduled assignments*** and handed out at random times during the semester. Each student will be expected to hand in their work at the end of the class session in which the assignment was due. We will use these to augment the student led discussions for each class. At the end of class each student will submit the document to the instructor. A score of 0-10 points will be awarded commensurate with your succinct thoroughness in response to each question. This is principally a GUIDE for reading and class discussion.

Student Led Discussions: (20 points) Each student will lead a classroom discussion on the pertinent reading assignment for a given week. The dates for these presentations will be determined by the second week of class. Each student will select from the weekly readings a chapter or more and make a verbal presentation on that material to the class. These presentations should follow the format handed out describing what is required for this assignment. Each presentation should be at least 20 min but not more than 30 min.

Audiotaping Assignment: (30 points) This assignment requires an audiotape of student practice, peer consultation, mutual peer ratings, oral feedback, and a written reflection statement.

Students will be given specific written instructions for the completion of this assignment. Both the audiotapes and written ratings and reports must be turned in in order to obtain credit. **Note:** With prior permission from the instructor, students may elect to videotape this assignment for observation and feedback from peers, if desired, and if time permits.

Midterm Paper: (60 points) Students will be asked to select a diagnostic category to study in depth. This is a research paper which must contain the following components: 1) current theory and research concerning the etiology, symptoms, and course of the disorder; 2) a critical analysis of competing theories and research; 3) an assessment of alternative approaches to intervention and their strengths and weaknesses; and 4) a case example applying theory and interventions chosen, with articulate argument and presentation of the interventions selected. Item 5) includes related ethical and social work value issues that an astute clinician must consider. The paper must include the APA format, with a minimum of 5 professional journal articles read and cited, along with any web based sources used and your DSM-5 and course textbook citations. Specific instructions are provided on Bb.

Final Take-home Exam/Paper: (60 points) Students will be asked to complete an open-book integrative final exam requiring the student to integrate course material as applied to a case vignette. This will be due in the form of a paper one week after the last class. APA format and a reference section are required.

Grading

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

93-100% (250-270 points)	A
80-92% (216-249 points)	B
70-79% (189-215 points)	C
60-69% (162-188 points)	D
Below 60% (161 or fewer points)	F

Date	Activity	Points
Weekly	Attendance	20
Individually Assigned Date	Student Led Class Discussions	20
	Take Home (4) @ 10 pts. each	40
	TPQ (4) @ 10 pts each	40
	Audio Recorded Interview	30
	Mid-Term Paper	60
	Final Exam	60
Total Points	Maximum points possible	270

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

Attendance: SWRK 224 is a weekly seminar and therefore requires your active and meaningful participation. Students are expected to attend class regularly and to engage in class discussions and activities throughout the semester. Students will be allowed two (2) excused absences during the course of the semester without those two absences affecting points earned. In order for the absence to be considered an excused absence, a physician's note must be presented at the class following the excused absence except in extenuating circumstances. For unexcused absences and those beyond the two excused absences, students will receive a 3-point deduction for each class missed. Tardiness and early departures from class will be noted by the instructor and could result in point reductions.

Make/up/Late Paper Policy: Assignments that are not turned in to the instructor on the due date and time specified on the syllabus will automatically be reduced by one whole letter grade. All assignments must be turned in within one week of the due date or they will not be accepted by the instructor. Exceptions to this rule are at the discretion of the instructor and will be granted only for rare, extenuating circumstances of compelling reasons that can be documented. An assignment or exam may be made up only if absence is due to extenuating circumstances of compelling reasons and at the instructor's discretion. The student is responsible for notifying the instructor regarding an absence in advance and making arrangements to turn in the assignment.

Use of electronic devices (pagers, cell phones, etc.): To minimize class disruptions, please turn these devices off during class. If you are required to be "on-call," please advise me at the beginning of class, turn off the "audio," and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture, etc. Web surfing and reading e-mail during class are not allowed.

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

"Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student

to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard. You will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. You may indicate in writing to me that you refuse to participate in the plagiarism detection process, in which case I can use other electronic means to verify the originality of your work.

Computers

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. The policy on Disruptive Classroom Behavior ([APM 419](#)) is well worth reading in defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself

with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for the non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

<http://fresnostate.edu/studentaffairs/lrc> in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at (559) 278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred if they need the services provided by SupportNet to succeed in the course.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: <http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Bibliography

- Anderson, J., & Carter, R.W. (Eds.). (2003). *Diversity perspectives in social work practice*. Boston, MA: Allyn and Bacon.
- Berlin, S. B. (2002). *Clinical social work practice: A cognitive-integrative approach*. New York, NY: Oxford Press.
- Bieschke, K. J., Perez, R. M., & Debord, K. A. (Eds.). (2007). *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients* (2nd ed.). Washington, D.C.: American Psychological Association.
- Bloom, M., Fischer, J., & Orme, J. G. (2009). *Evaluating practice: Guidelines for the accountable professional* (6th ed.). Boston, MA: Allyn and Bacon.
- Borden, W. (2009). *Contemporary psychodynamic theory and practice*. Chicago, IL: Lyceum Books, Inc.
- Borden, W. (Ed.) (2010). *Reshaping theory in contemporary social work: Toward a critical pluralism in clinical practice*. New York, NY: Columbia University Press.
- Bridge, A. (2008). *Hope's boy: A memoir*. New York, NY: Hyperion.
- Canda, E., & Furman, L. (2010). *Spiritual diversity in social work practice: The heart of helping*. New York, NY: Oxford University Press.
- Cooper, M. G., & Lesser, J. G. (2010). *Clinical social work practice: An integrated approach* (4th ed.). Boston, MA: Allyn and Bacon.
- Delgado, M., Jones, K., & Rohani, M. (2005). *Social work practice with refugee and immigrant youth in the United States*. Boston, MA: Pearson Education, Inc.
- Duncan, B.L., Miller, S.D., Wampold, B.E., & Hubble, M.A. (Eds.). (2010). *The heart and soul of change: Delivering what works in therapy* (2nd ed.). Washington, D.C.: American Psychological Association Press.
- Dworkin, J. (2005). *Advanced social work practice: an integrative multilevel approach*. Boston, MA: Pearson Education.
- Dziegilewski, S. F. (2001). *Social work practice and psychopharmacology*. New York, NY: Springer Publishing Co.
- Faiver, C., Ingersonn, R. E., O'Brien, E., & McNally, C. (2001). *Explorations in counseling and spirituality*. Belmont, CA: Thompson Learning.
- Fontaine, C., & Fontaine, M. (2006). *Comeback: A mother and daughter's journey through hell and back*. New York, NY: Harper Collins.
- Frances, A. (2013). *Essentials of psychiatric diagnosis: Responding to the challenge of DSM-5*. New York, NY: The Guildford Press.

- Gambrill, E. (2012). *Critical thinking in clinical practice: Improving the quality of judgments and decisions* (3rd ed.). Somerset, NJ: John Wiley and Sons.
- Gitterman, A. (Ed.). (2001). *Handbook of social work practice with vulnerable and resilient populations* (2nd ed.). New York, NY: Columbia University Press.
- Gray, S.W. & Zide, M. R. (2008). *Psychopathology: A competency-based assessment model for social workers*. Belmont, CA: Brooks/Cole, Wadsworth/Thompson Learning.
- Greenspan, S. I. (1997). *Developmentally based psychotherapy*. Madison, CT: International Universities Press.
- Gutierrez, I., Parsons, R. J., & Cox, E. O. (1998). *Empowerment in social work practice: A sourcebook*. Pacific Grove, CA: Brooks/Cole.
- Jameson, K. R. (1995). *An unquiet mind: A memoir of moods and madness*. New York, NY: Alfred A. Knopf.
- Jameson, K. R. (1999). *Night falls fast: Understanding suicide*. New York, NY: Alfred A. Knopf.
- Lee, J. A. (2001). *The empowerment approach to social work practice* (2nd ed.). New York, NY: Columbia University Press.
- Mackelprang, R., & Salsgiver, R. (2015). *Disability: A diversity model approach to human service practice* (3rd ed.). Chicago, IL: Lyceum Books, Inc.
- McInnis-Dittrich, K. (2002). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston, MA: Allyn & Bacon.
- Millon, T., Krueger, R., & Simonsen, E. (Eds). (2008). *Contemporary directions in Psychopathology: Toward the DSM-V and ICD-11*. New York: Guilford Press.
- Morrison, J. (2014). *DSM-5 made easy: The clinician's guide to diagnosis*. New York, NY: The Guilford Press.
- Myers, J. E. B. (1998). *Legal issues in child abuse and neglect* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Nugent, W. R., Sieppert, J. D., & Hudson, W. (2001). *Practice evaluation for the 21st century (Research, statistics, and program evaluation)*. Belmont, CA: Cengage Learning.
- Paniagua, F. A. (2001). *Diagnosis in a multicultural context: A casebook for mental health professionals*. Thousand Oaks, CA: Sage Publications.
- Paniagua, F. A. (2014). *Assessing and treating multiculturally diverse clients: A practical guide* (4th ed.). Los Angeles, CA: Sage Publications.
- Petrovich, A. (2008). Lessons learned in the sandwich. *Affilia*, 23(3). 223-230.
- Preston, J. (2006). *Integrative brief therapy: Cognitive, psychodynamic, humanistic, and neurobehavioral approaches* (2nd ed.). Atascadero, CA: Impact Publishers.

- Preston, J., Varzos, N., & Liebert, D. S. (2000). *Make every session count: Getting the most out of your brief therapy*. Oakland, CA: New Harbinger Publications.
- Robison, W., & Reeser, L.C. (2000). *Ethical decision making in social work practice*. Boston, MA: Allyn and Bacon.
- Saks, E. (2007). *The center cannot hold: My journey through madness*. New York, NY: Hyperion.
- Shawn, A. (2007). *Wish I could be there: Notes from a phobic life*. London: Penguin Books.
- Siegel, D.J. (2010). *The mindful therapist*. New York: W.W. Norton & Company, Inc.
- Solomon, B. (1976). *Black empowerment: Social work in oppressed communities*. New York, NY: Columbia University Press.
- Sonnenberg, S. (2008). *Her last death: A memoir*. New York, NY: Scribner.
- Wolfer, T.A., & Scales, T. L. (Eds.). (2006). *Decision cases for advanced social work practice: Thinking like a social worker*. Belmont, CA: Thompson, Brooks/Cole.
- Zailckas, K. (2005). *Smashed: Story of a drunken girlhood*. London: Penguin Books.

SWRK 225 Advanced Social Work Practice with Task and Treatment Groups

SYLLABUS FOR SEMINAR IN ADVANCED SOCIAL WORK PRACTICE WITH TASK AND TREATMENT GROUPS (SWRK 225)	
Fall	Fresno State
Course Information	Instructor Name
Units	Office Number
Time	E-Mail
Location	Telephone
Website	Office Hours

Catalog Statement

Analysis and application of the theories, principles and techniques of skill used in task and treatment groups.

Course Description

Emphasis is upon the knowledge and skills necessary to conduct small groups with varying structures, to accomplish specific social work practice purposes and to assist groups to function in a way that is sensitive to the diversity of its members and constituencies. This course focuses on the theory and practice of social work with a wide range of groups. Included are groups developed to meet individual, family, organizational and community needs. It includes problem solving processes, with attention to psychosocial functioning and emotional and/or behavioral problems of clients. This course addresses task groups, committees, and social action groups organized for the benefit of their members.

Prerequisites

SWRK 200, 203, 212, 213, 220, 221, 260, 261, 280, and 281 and concurrent enrollment in SWRK 224, 246, 282, and 292

Required Textbooks and Materials

Toseland, R. W. & Rivas, R. F. (2017). *An introduction to group work practice*. (8th ed.). New York: McMillan.

Yalom, I. (2005). *The theory and practice of group psychotherapy*. (5th ed.). New York: Basic Books.

Highly Recommended Texts

O'Rourke, K., & Worzbyt, J. C. (1996). *Support groups for children*. Levittown, PA: Accelerated Development.

Zastrow, C.H (2006). *Social work with groups: A comprehensive workbook*. (6th ed.). Belmont, CA: Thomson Brooks/Cole

All Texts are Available on Reserve at the Library

COURSE SPECIFICS:

Course Goals

1. To provide students with an historical overview of social group work practice and an understanding of the underlying ethical value base, theories, and concepts relevant to the practice of a multisystems social group work approach. EPAS2.1.2, PB1 & 2, EPAS2.1.7, PB1, EPAS2.1.10a, PB1; EPAS2.1.10c, PB1
2. To enable students to gain advanced knowledge of small group dynamics and social work skills with both task and treatment groups within a multisystems perspective. EPAS2.1.1, PB1; EPAS2.1.3, PB2; EPAS2.1.6, PB1; EPAS2.1.10c, PB1
3. To promote student understanding of the effects of socioeconomic status, gender, ethnicity, race, and other group composition factors on the functioning of the small group and to apply this foundation knowledge of human diversity, social justice and empowerment to the development of group practice skills. EPAS 2.1.4, PB1 & 2; EPAS2.1.5., PB1; EPAS2.1.10a, PB1
4. To enable students to evaluate their leadership and facilitative social work group practice skills as well as member interaction through the use of in-class laboratory experiences and the integration of class content and a group practicum experience. EPAS2.1.10d, PB1,

Learning Outcomes

Students will demonstrate behaviorally in discussion, class presentations, and written assignments, their ability to:

- 1.1 Identify the historical roots and ethical value base of social work with groups and its development in the social work profession. EPAS2.1.1, PB1
- 1.2 Explain, compare, contrast and critically assess various theoretical bases including the social systems perspective for social work practice with small groups (e.g., psychodynamic, learning, field, social exchange, Sullivan). EPAS2.1.3, PB2; EPAS2.1.7, PB1,
- 1.3 Identify and compare the various models of task and treatment groups. Task groups would include teams, treatment conferences (i.e., staffing), committees and social action groups; treatment groups would include therapy, support, education and socialization. EPAS2.1.3, PB2; EPAS2.1.6, PB1,
- 1.4 Critically evaluate, integrate and utilize the theoretical and conceptual knowledge base in the classroom and the field practicum. EPAS2.1.3, PB2 EPAS2.1.7, PB1
- 1.5 Analyze the classroom and field groups in relation to norms, roles, communication patterns, power and status, and other aspects of multisystems group dynamics. EPAS2.1.6, PB1; EPAS2.1.7, PB1,
- 1.6 Identify and apply the various phases of worker tasks and interventions starting with the planning phase, including the beginning, middle, and the termination phase with an understanding of the need for ongoing assessment and evaluation. EPAS2.1.3, PB2; EPAS2.1.10d, PB1 & 2

- 2.1 Participate in and develop effective membership, leadership, communication, and observational skills in the classroom group experience as they might apply at multiple system levels. EPAS2.1.10a, PB1
- 2.2 Integrate and evaluate the development of group skills in the group experience in the field practicum. EPAS2.1.10d, PB1
- 2.3 Demonstrate an understanding of a selected social group work practice modality (e.g. nominal group technique), issue (e.g. mediation, grief management), or special population (e.g. sexual abuse victims), and engage the class in relevant experiential activities. EPAS2.1.3, PB2; EPAS2.1.10a, PB1,
- 2.4 Evaluate classroom and field group experiences in relation to various models of stages of group development (e.g., Tuckman, Garland, Jones, Kolodny). EPAS2.1.10d, PB1
- 3.1 Analyze the effects of diversity (e.g., gender, race and class) in planning for task and treatment groups as well as the dynamics and structure of the classroom experience, and the field practicum group. EPAS2.1.3, PB2, EPAS12.1.4, PB1
- 3.2 Understand the use of empowerment models and processes in via shared leadership and facilitation skills in task and treatment groups (e.g., therapeutic healing, consciousness raising, social action, self-help) and their applicability to working with oppressed and marginalized groups. EPAS2.1.4, PB1; EPAS2.1.10a, PB1
- 4.1 Utilize a skills development inventory to assess student's own group skills at the beginning, middle and ending phases of the class group experiences. EPAS2.1.3, PB2; EPAS2.1.10d, PB1
- 4.2 Demonstrate ability to give and take feedback by giving meaningful feedback to group members and incorporating feedback on one's own group skills development. EPAS2.1.1., PB2; EPAS2.1.3, PB2;
- 4.3 Practice and evaluate student's own leadership/membership skills in a small group experience in the field practicum. EPAS2.1.10c, PB1; EPAS2.1.10d, PB1

Course Requirements/Assignments:

Assignments and instructions are posted on BlackBoard at the Syllabus site. Please note that some assignments are scored on a 100-point scale and others are not; assignment grading is factored into 100 total points for the course grade.

Participation Assignment: A 1-page brief self-rating (Likert scale & narrative) of your participation (e.g., timeliness, participation as a member in the Psychoeducation Simulation group, responses to other students) is due at the end of the semester.

Support/PsychoEducation Simulation Group: Students co-facilitate a Psychoeducation Group in class. This assignment is intended to provide students with the opportunity to practice facilitation/engagement skills, and receive feedback from classmates and professor. The three-part assignment includes/requires:

- 1) Submit a plan to professor to conduct a Psychoeducation Simulation group in class and receive feedback from professor; see Handout for directions. Due 2 weeks before class Simulation.
- 2) Conduct a Psychoeducation Simulation Group in class.
- 3) Submit a Brief Paper on your experience/reflections in conducting the Simulation Group. Due 1 week after the Simulation Group.

Mid-Term Paper: Application of course concepts to **internship** treatment group.

3 Group Lab Observations Assignment: Students describe beginning, middle, and ending group dynamics in the **Group Lab**, which is held in class.

Final Paper (COMMON ASSIGNMENT): Advanced Group Lab Analysis: Students demonstrate knowledge in facilitation skills, phases of group development, diversity issues, and co-facilitation skills in relation to the Group Lab held in class.

Instruction for assignments are provided on separate Handouts distributed in class and available on Blackboard at the Syllabus site.

All assignments will be submitted and graded on BlackBoard at the Syllabus site. If needed, graphics can be submitted in hard copy. Make sure that your name is on the Word file, and that you post the assignment properly and NOT as an attachment. When you send an email, identify the topic of your email on the subject line.

All assignments and handouts are available on BlackBoard at the Syllabus site. It is your responsibility to download copies that are not distributed in class.

All written assignments must apply APA format:

All papers must be typed and double-spaced. Papers should be clearly organized and written in APA format (2010). The two primary components of APA are in-text citations and the reference list (e.g., includes author name and date and page number with direct quotation).

The following are examples of the correct use of a citation in a sentence:

According to Jones (1997), all social workers should learn administrative practice skills.

Gutierrez (1992) identifies a number of strategies that limit service utilization among people of color: “waiting lists, intrusive intake procedures, or rigid eligibility requirements” (p. 324).

Simplified APA manuals are available from the university bookstore. A brief guide to APA is posted on the course BlackBoard site.

Grading Policy

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

93-100		A
80-92		B
70-79		C
60-69		D
59 or below		F

Evaluative Criteria

Course grades will be awarded to all students based on the following criteria: “A” indicates excellent overall work. Signs of intellectual curiosity, interest, creativity, superior insight or understanding of course content are components of excellence, as in consistent adherence to the following points:

- *A grade of "A" indicates excellent overall work. Intellectual curiosity, interest, creativity, meaningful insight, and understanding of course content are components of excellence, as is in consistent adherence to the following points: .*

Content: Should be appropriate to graduate level: solid data sources; reflective, informed judgment (rather than undeveloped opinions or conclusions), and completeness and relatedness of ideas to the identified task.

Organization: Oral or written assignments/responses should display coherence, consistency and logic in the development of given lines of reasoning or articulated themes and major points. An introduction should state the purpose for the paper or presentation and the narrative should follow the identified structure. Transition statements should provide continuity from one topic to the next. A conclusion should sum up the main points.

Presentation: Attention should be given to sentence structure, spelling and grammar. Formatting and style should reflect APA guidelines. To avoid plagiarism, all sources for ideas and direct quotations of others must be documented and cited/referenced according to APA style.

- *"B" indicates very good quality work on two of the above three components, but deficiencies are present in one of the above three components (content, organization, or presentation).*
- *"C" indicates very good work on one of the above three components.*

Instructors reserve the right to permit rewriting of assignments that receive lower than a “B” grade.

Assignment and Examination Schedule

Due Dates	Activity	Points
Joint Review	Self-Rating/Class Participation & Timeliness (e.g., 4 Psychoeducation Group Simulations, Debrief Role)	10
TBD	PsychoEducation Simulation Group Paper Part 1: 10 pts.; Part 2: 15 pts	25

	Mid-Term Paper	25
	3 Group Role Play Process Observations Assignment.	15
	Final Paper	25
	TOTAL	100

Course Policies & Safety Issues

Late work and make-up policy: All late assignments will be reduced by 5 points for every day that it is late. Exceptions to this expectation are at the discretion of the instructor and are available only for extreme circumstances. The student is responsible for notifying the instructor regarding a late assignment submission and identification of a plan to submit the assignment. Only C and lower grade papers can be rewritten; in those instances, the highest grade possible is the lowest B that was assigned.

Attendance and Participation. Students are expected to be on time for all classes and to notify the instructor in advance when you expect to be absent and/or if compelling circumstances make attendance difficult. After two absences, students will lose 5 points per missed class toward their final grade. Arriving late or leaving early, each represent missing half a class. If you are absent or late to class, it is your responsibility to check on announcements that were made or any material that was distributed in your absence.

Class **participation** is defined as interaction in class that reflects a respectful attitude towards others, open communication in class discussions, in all class activities. Active participation includes raising questions, demonstrating an ability to give and take feedback, and engaging in thoughtful reflection on theories and practices discussed in class. Refer to the grading policy on how your participation will be evaluated; your evaluation of your participation will be factored into the grade.

Use of electronic devices (pagers, cell phones, etc.): To minimize class disruptions, please turn these devices off during the class. If you are required to be “on-call,” please advise me at the beginning of class, turn the “audio” option off, and sit near the door, so you can exit with minimal disruption to the class, if needed.

You are asked to consult with me if you would like to use your laptop in class; laptops are encouraged for note taking. Non-BlackBoard, Internet and email access during class are distracting to everyone; you are asked to use your best judgment rather than lose the privilege of using online access in class. Remember, this is a graduate course, you are preparing for your professional life; act accordingly.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classsschedule/registration/add-drop.html>.

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- d) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- e) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- f) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page (<http://libguides.csufresno.edu/copyright>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Subject to Change Statement

This syllabus and course outline/schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements that are made in your absence.

Student Handbook

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: <http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Bibliography

- Association for the Advancement of Social Work with Groups, Inc. (2006). *Standards for social work practice with groups*. (2nd ed.). Alexandria, VA: Author.
- Association for Specialists in Group Work. Retrieved from http://www.asgw.org/pdf/training_standards.pdf
- Bloom, M., Fischer, J., & Orme, J. (2009). *Evaluating practice: Guidelines for the accountable professional*. (6th ed.). Boston, MA: Allyn & Bacon.
- Chen, M. & Rybak, C. (2003). *Group leadership skills: Interpersonal process in group counseling and therapy*. Pacific Grove, CA: Thomson Brooks/Cole.
- Corey, G. (2012). *Theory and practice of group counseling*. (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G., Corey, M. S., Callanan, P. & Russell, J. M. (2014). *Group Techniques*. (9th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, M. S., & Corey, G. (2014). *Groups: Process and practice*. (9th ed.). Pacific Grove, CA: Brooks/Cole.
- Garrett, K. (2009). Working with groups in schools: Monitoring of process and evaluation of outcomes. In C.R. Massat, R. Constable, S. McDonald & J. P. Flynn (Eds.). *School social work: Practice, policy and research* (7th ed.). pp.610-620). Chicago, IL.: Lyceum Books,
- Garvin, C. D., Gutierrez, L. M., & M. J. Galinsky (Eds.) (2004). *Handbook of social work with groups*. New York, New York: Guilford Press.
- Gurin, P., Nagda, B., & Zuniga, X. (2013). *Dialogue across difference: Practice, theory, and research on intergroup dialogue*. New York, New York: Russell Sage Foundation.
- International Association for Social Work with Groups, Inc. Retrieved from http://www.iaswg.org/Practice_Standards
- Janis, I. (1972). *Victims of groupthink*. Boston, MA: Houghton Mifflin.
- Kelman, H. (1986). Resolution of international conflict: An interactional approach. In W. G. Austin & S. Worchel (Eds.). *Psychology of intergroup relations*. (pp. 323-342). Chicago, IL.: Nelson Hall.

- Konopka, G. (1992). All lives are connected to other lives: The meaning of social group work. In M. Weil, K. Chau, & D. Southerland (Eds.). *Theory and practice in social group work*. (pp. 29-38). New York, New York: Haworth.
- Letendre, J. (2009). Working with groups in schools: Planning for and working with group process. In C. R. Massat, R. Constable, S. McDonald & J. P. Flynn (Eds.). *School social work: Practice, policy and research*. (7th ed.). pp. 595-609. Chicago, IL.: Lyceum Books.
- Lewin, K. Group decision and social change. In E. Maccoby, T. Newcomb, & E. Hartley (Eds.). *Readings in social psychology* (pp. 197-211). New York, New York: Holt.
- Lewin, K. (1951). *Field theory in social science*. New York, New York: Harper.
- Maxwell, K.E, Nagda, B., & Thompson, M.C. (Eds.) (2011). *Facilitating intergroup dialogues: Bridging differences, catalyzing change*. Sterling, Virginia: Stylus Publishing
- Mendelsohn, M., Herman, J. L., Schatzow, E., Coco, M., Kallivayalil, D. & Levitan, J. (2011). *The trauma recovery group: A guide for practitioners*. New York, New York: Guilford Press.
- Northern, H. & Kurland, R. (2001). *Social work with groups*. New York, New York: Columbia University Press.
- Openshaw, L. (2008). Group work in the school setting. In *Social Work in Schools* (pp.155-177). New York, N.Y.: Guilford Press.
- Reid, K. E. (1991). *Social work practice with groups*. Pacific Grove, CA: Brooks/Cole.
- Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63, 384-399.
- Rutan, J. S., Stone, W.N. & Shay, J.J. (2014). *Psychodynamic group psychotherapy*. (5th ed.). New York, New York: Guilford Press.
- Tuckman, B.W. & Jensen, M.A.C. (1977). Stages in small-group development revisited. *Group and Organization Studies*, 2, 419-427.
- Zastrow, C. (2001). *Social work with groups: Using the class as a group leadership laboratory*. (5th ed.) Pacific Grove, CA: Brooks/Cole.
- Zastrow, C. (2014). *Social work with groups. A comprehensive worktext*. (9th ed.). Pacific Grove, CA: Thomson Brooks/Cole.
- Zuniga, X., Lopez, G. E. & Ford, K. (2014). *Intergroup dialogue: Engaging difference, social identities and social justice*. New York, New York: Routledge

SYLLABUS FOR SEMINAR IN ADVANCED SOCIAL WORK PRACTICE WITH FORMAL ORGANIZATIONS (SWRK 246)	
Fall	California State University, Fresno
Course Information	Instructor Name
Units	Office Number
Time	E-Mail
Location	Telephone
Website	Office Hours

Catalog Statement

Theory and practice of the administration of formal social service organizations.

Course Description

SWRK 246 is an advanced social work practice course within the multisystems concentration. This course is designed to promote an in-depth understanding on the part of students, of the settings, roles, functions and processes essential to the effective and competent execution of administrative service. The linkage of social service and professional social work to the Departmental mission promoting social justice and cross-cultural awareness is emphasized. The course makes explicit reference to the historical development of social work administration (drawing from the foundation courses in social policy). Course readings and written assignments are complemented by classroom discussion of field practicum experiences and simulations to maximize the synthesis of the comprehension of knowledge and the demonstration of application of skill. Course content includes comprehensive coverage of: personnel management, leadership and conflict management, program and organizational planning including budgeting, implementation, program evaluation, planned innovation, and supervision.

Prerequisites

SWRK 203, 213, 221, 261, 281, and concurrent enrollment in SWRK 224, 225, and 282

Required Textbooks and Materials

Hardina, D., Middleton, J., Montana, S., & Simpson, R. (2006). *An empowering approach to managing social service organizations*. New York: Springer

Supplemental Textbook (optional):

Lencioni, P., (2002). *Overcoming the five dysfunctions of a team*. San Francisco: Jossey-Bass

(This text will be provided by instructor)

Addition required and recommended readings are to be downloaded from the Internet or the BLACKBOARD. You are also required to have an email account for this class. Occasionally announcements and discussion questions will be sent to all class members. All course materials are posted on the class website/BLACKBOARD.

Examinations and Major Assignments

Organization Assessment (Common Assignment): Students are required to conduct an assessment of an organization (either their field agency or place of employment). The assessment must be conducted using a specific theoretical framework or practice model selected by the student. The paper should include a description of this framework, the identification of an organizational problem, and an analysis of the origins of the problem using data from personal interviews, content analysis of organization documents, surveys or data collected using standardized instruments, and observation. The paper should also include a goal that will be achieved through resolution of the problem; a preliminary plan for addressing the problem, and criteria for assessing whether the goal has been achieved.

Mini-Assignment on Organizations and Teaming: Using the *Five Dysfunctions Team Assessment* write a 2-3 page paper addressing the following:

- Analyze a team you are on currently at work or were on recently at your work/field placement.
- Does the team have any of the 5 dysfunctions?
- If not, why not?
- If it does have some of the dysfunctions, why does it have them?
- What actions could you take to address the dysfunction and improve the team?
- Turn in your completed *Five Dysfunctions Team Assessment* with your paper.

(This is an observation/activity paper that does not require references)

Organizational Plan (Common Assignment): Develop a plan for an organization to use that will improve service delivery, increase the motivation or skills of staff members, or help the organization adapt to demands of its external environment. Types of plans can include: funding proposals, program design, cultural competency plans, performance evaluation plans, or marketing plans. Plans should include the following items: a list of goals and objectives, evaluation criteria, budgets, potential funding sources, a narrative describing the how the program or plan's theory of action (how it will work), and a time-line that lists major program activities.

Extra Credit:

Students can earn up to 10 points on the final grade by completing extra credit assignments posted on Blackboard for this course.

Attendance:

All students are expected to attend class on a regular basis and be actively involved in the exercises during each class.

Grading

There are three assignments for this class: an organization assessment, activity/observation paper and an organization plan. You will be expected to use information from your field agency to complete the assignments. These assignments are "linked" to assignments that you will be expected to complete for your field instructor. Each of the three assignments is "practice-oriented" rather than "theoretical." If you cite authors or make refer to agency reports or documents, citations must be included in a reference list (see APA formatting information below).

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
50 – 59	F

C, D, & F papers may be rewritten.

All papers must be typed and double-spaced. Papers should be well written. APA format must be used. The two primary components of APA are in-text citations and the reference list. An "A" paper must address all the issues listed in the assignment.

Course Goals and Primary Learning Outcomes

Course Goals

1. To apply social work values and ethical principles that promote advocacy for social justice, cultural competency, and empowerment within the context of an organization setting. EPAS 2.1.2, PB1; 2.1.4, PB2; 2.1.8, PB2
2. To accurately assess within the context of a multi-systems approach and a theoretical framework, client needs, the organization's external environment, and the organization's internal strengths and weaknesses and develop appropriate service delivery s plans. EPAS 2.1.3, PB 1; 2.1.5, PB1; 2.1.7, PB1; 2.1.9, PB1; 2.1.10b, PB2
3. To understand and apply within the context of a multi-systems approach sound management practices for organizational leadership, staff supervision, resource allocation, team-building program development, external relations, and evaluation. EPAS 2.1.6, 2.1.10a, PB2; 2.1. 10c, PB1; 2.1.10d, PB1

Learning Outcomes

Students will demonstrate in discussion, class presentation, written assignments and group projects the ability to:

- 1.1 Develop familiarity with the application of ethical social work principles in social service organizations and become committed to a style and structure of administrative practice which include all levels of organization participants in policy and program development. EPAS 2.1.2, PB1
- 1.2 Define the concept of cultural competency in organizations and identify techniques that can be used to recruit and maintain diverse staff and clientele. EPAS 2.1.4, PB2

- 1.3 Advocate for changes in programs and policies including assessing, strategy selection, strategy implementation and evaluation in order to improve service delivery and achieve social justice. 2.1.8, PB2
- 2.1 Understand the interconnections between individual, group, family, community, and socio-political systems and the organization in perpetuating or ameliorating the problems and/or marginalization of individual clients. EPAS 2.1.5, PB1; 2.1.9, PB1
- 2.2 Apply organizational theories and management models to the assessment of the internal and external environments and the use of power and empowerment in an organization for the purposes of organizational maintenance or organizational innovation and planned change. EPAS 2.1.3, PB 1; 2.1.7, PB1; 2.1.10b PB2
- 2.3 Develop an intervention plan for an organization to use that will improve service delivery, increase consumer access or participation, increase the motivation or skills of staff members, or help the organization adapt to demands of its external environment that includes the identification of theory of action, program goals, objectives, time-lines, and a budget. EPAS 2.10c, PB 1
- 3.1 Identify strategies to help an organization control its external environment including, leadership, budgeting, fundraising, marketing, personnel management, collaboration, networking, and community development, planning and organizing techniques. EPAS 2.1.9, PB 1; 2.1.10c, PB1
- 3.2 Utilize social work relationship building and engagement skills to participate in organization teams, task groups, or inter-organizational collaboration. EPAS 1.1.10a, PB2
- 3.3 Develop an evaluation plan to assess program processes and outcomes. Choose among a variety of evaluation types (e.g. formative, summative, outcome, process, implementation analysis) in response to situational demands, research questions, and resource availability. Understand how the type of evaluation determines the data collection methods (quantitative or qualitative) to be utilized. EPAS 2.1.10d, PB

Assignment and Examination Schedule

Date	Activity	Points
October 4	Organization Assessment	40
November 8	Field Observation Reaction Paper	20
December 13	Organization Plan	40

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

Attendance: Attendance will be taken during each class. Excused absences will be granted for reasonable cause if the instructor is notified in advance prior to the absence. Points will be deducted from the student's attendance grade for unexcused absences.

Late Papers: The instructor will accept late papers for reasonable cause. However, instructor permission to submit the paper late must be obtained prior to the designated due date.

Rewritten Papers: Poorly written or incomplete papers, graded "C" or lower, may be rewritten and resubmitted by a due date assigned by the instructor. Students can receive an "A" on rewritten papers. However, rewritten papers must demonstrate evidence of original work and comply with all the expectations outlined in the assignment.

Use of electronic devices (pagers, cell phones, etc.): To minimize class disruptions, please turn these devices off during the class. If you are required to be "on-call," please advise me at the beginning of class, turn off the "audio," and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture etc. Websurfing and reading email during class are not allowed. **Use of the web to enhance discussions or "fact check" my lectures is encouraged.**

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- g) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- h) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- i) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of

academic freedom are maintained.....differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:
<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

SWRK 283 Advanced Field Instructed Practice II

SYLLABUS FOR ADVANCED FIELD INSTRUCTED PRACTICE II (SWRK 283)	
Spring 2020	California State University, Fresno
Course Information	Instructor Name
Units	Office Number
Time	E-Mail
Location	Telephone
Website	Office Hours

Course Description:

SWRK 283 Advanced Field Instructed Practice (3). Second of two semesters applying advanced theories and concepts in field instructed practice with individuals, families, groups, formal organizations and communities. Approved for RP grading. CR/NC grading only. (Formerly SWRK 251).

Prerequisites for the Course:

SWRK 282; concurrent enrollment in SWRK 227 and 247; and permission of the Field Coordinator.

Required Course Materials:

Students enrolled in SWRK 283 are required to purchase liability insurance. See the MSW 2 Field Manual for details. It can be located and downloaded at the department website, www.fresnostate.edu/socwork

A. Material

1. Field calendar (available on line at the DSWE website)
2. Advanced Learning Agreement (available on line at the IPT website)
3. Student Performance, Field Instructor, and Agency Evaluation Forms (available on line at the IPT website)
4. MSW 2 Field Manual (available on line at the DSWE website)

B. Reading

1. MSW 2 Field Manual (available on line at the DSWE website)
2. Readings as assigned by the field instructor

Course Specifics:

Summary of the Course: SWRK 283, the second of two semesters of advanced field instructed practice, is expected to provide students with a range of advanced learning experiences concurrently with the advanced practice courses (SWrk 227 and 247) to facilitate integration of the primary theoretical perspectives of the program (systems, empowerment, learning and conflict theories). The field practicum provides supervised, "hands on" experience of social work, affording students the opportunity to develop, practice and enhance a range of professional practice skills as well as to subsequently evaluate the effectiveness of interventions. The field

practicum is designed to require students to demonstrate in behavior with clients/constituents, agencies and communities the knowledge and skills derived from the total curriculum. The field practicum emphasizes multi-systems interventive strategies that address the following areas: 1) a commitment to social justice, 2) the empowerment perspective, and 3) diversity/cultural awareness. The second semester of advanced field instructed practice provides a multi systems social work practice emphasis focusing upon work with couples, families and communities in a diverse regional and global community. Students are placed in an approved field agency for the academic year and complete 300 hours each semester, for a total of 600 hours of supervised social work field instruction. Students also participate in a campus-based, biweekly field integration seminar for one hour for a total of 8 hours per semester which are included in the 300 required hours for each semester.

Course Goals:

To acquire advanced knowledge and skills for multi systems and global social work practice utilizing diversity awareness and culturally competent practice, an empowerment perspective and principles of social justice in support of the following educational goals for both semesters of the advanced concentration year (SWRK 282 and SWRK 283):

1. To strengthen professional development, including advanced understanding and application of social work ethics and values to complex issues and an ongoing commitment to one's own professional growth.
2. To develop an advanced working knowledge of and ability to assume professional roles and relationships within the multi systems contexts of the individual, families, groups, organizations and communities.
3. To develop advanced practice skills with individuals, families, groups, organizations and communities and apply a range of theoretically supported intervention strategies at multiple systems levels. To strengthen skill in the evaluation of one's own performance and practice.
4. To actively and continually integrate advanced multi systems practice knowledge and skill from the classroom into the advanced field practicum.

Student Learning Outcomes:

The following learning objectives/outcomes represent the continuum of learning for the second semester of the advanced year of field instructed practice, SWRK 283:

- 1.1 To demonstrate identification with the value orientation, roles and activities of social workers as different from other professionals. To apply and integrate core social work values and ethics, including the central practice principles of diversity awareness and cultural competence, social justice and empowerment, in working with various client systems and colleagues.
- 1.2 To demonstrate the ability to professionally process complex ethical dilemmas.
- 1.3 To actively and responsibly participate in one's own learning by identifying advanced learning and continuing education needs, seeking feedback and being open to the learning process
- 1.4 To identify and apply theoretical concepts and principles and begin to formulate a theoretical framework for practice.

- 1.5 To demonstrate professionalism in appearance, conduct with clients/consumers and other professionals across systems, and in the planning, organizing and completion of all responsibilities.
- 1.6 To strengthen professional identity and participate in ongoing professional development.
- 2.1 To practice a multiplicity of professional roles in the delivery of social work services from a multi systems and global perspective: advocate, broker, case manager, community organizer, counselor/therapist, consultant, facilitator, mediator, policy analyst, policy developer, supervisor and researcher.
- 2.2 To demonstrate an understanding of the concept of professional use of self by using professional knowledge, values and experience.
- 2.3 To continue to initiate and develop interpersonal and professional relationships with colleagues and other agency personnel.
- 2.4 To participate appropriately in interdisciplinary consultation and collaboration to further client/consumer goals and objectives.
- 3.1 To conduct multidimensional, multi systemic assessments that incorporate diversity awareness and cultural competence, strengths, and an empowerment perspective as the basis for multi systems social work practice.
- 3.2 To apply theoretical knowledge and practice methods to conduct a community needs assessment.
- 3.3 To engage clients/constituents in the process of problem identification, goal determination and social action/service planning.
- 3.4 To demonstrate advanced practice helping skills, including accurate empathy, joining, power analysis, attending, focusing, responding, confronting, partializing, directing, and reframing at multiple systems levels.
- 3.5 To identify and effectively respond to verbal and non-verbal barriers in social work practice, particularly at the family and community levels.
- 3.6 To effectively apply intervention methods from the advanced concentration courses such as complex case management, family-centered and functional family practice, management of the phases of community development, social action, social planning and transformative approaches to organizing communities.
- 3.7 To actively participate in the development of policy at the organizational and community levels.
- 3.8 To apply appropriate models of community organization to various problem situations. To demonstrate professional skill in verbal and written reporting.
- 4.1 To complete the following minimum practice experiences: 3 individuals; 2 families, and one community needs assessment and action plan
- 4.2 To demonstrate self-awareness and utilize self-reflection in evaluating the effects of values, biases, transference and counter transference on professional social work practice.
- 4.3 To understand and integrate the impact of age, culture, race, gender, socioeconomic status, sexual orientation and disability into one's delivery of culturally competent social work services, particularly at the group and community levels.
- 4.4 To demonstrate the integration of advanced concepts from the empirical literature on group and community intervention to inform practice and its evaluation.
- 4.5 To demonstrate advanced use of both qualitative and quantitative methods to evaluate the effectiveness of one's practice.
- 5.1 To participate in a biweekly field integration seminar.

- 5.2 To integrate and apply an understanding of the interrelatedness of multiple systems and a global perspective in all phases of social work service with groups and communities: assessment; planning; intervention; evaluation; and, termination.
- 5.3 To critique and apply appropriate theoretical concepts and practice models with diverse and oppressed persons, groups and systems, particularly focusing on an empowerment perspective.

Course Requirements/Assignments:

The following are specific assignments for SWRK 283:

1. Attend internship according to the established practicum schedule and successfully complete 300 hours of internship per semester.
2. Attend biweekly field integration seminar.
3. Develop a learning agreement which is due to the Field Coordinator by the fourth week of field placement and includes specific learning assignments congruent with the educational goals and objectives of SWRK 283. The learning agreement requires signatures from the student, internship supervisor, faculty liaison and Field Coordinator. See the MSW2 Field Manual for specific requirements.
4. Students will complete a release of Liability/Emergency Contact form and submit it to the field secretary in the department.
5. Complete evaluation of practice assignments as outlined in the semester learning agreements. The assignments will be utilized as a mechanism to evaluate one's own practice.

Date	Assignment	Points
2/19/20	Learning Agreement	N/A
3/11/20	Mid-term Evaluation	N/A
5/6/20	Final Evaluation	N/A

Grading Policy: SWRK 283 is graded on a CR/NC basis. Student evaluation forms are completed at the end of each semester and the field instructor recommends the grade based on student performance and department requirements (see MSW 2 Field Manual for more information). Students who do not complete the required hours within the semester period may be given an "RP" grade which is converted to CR/NC upon completion of the hours and receipt of a satisfactory final evaluation.

Course Policies & Safety Issues:

Readiness to Begin Internship: Work for any incompletes in prerequisite courses for the field internship must be submitted by the 10th day of instruction in the fall semester or the student will be withdrawn from the internship and co-requisite practice courses. In addition, some agencies require interns to complete screening or orientation/trainings during the summer *prior* to beginning the internship. Students who fail to complete these processes and, as a result, are unable to begin the internship as scheduled in the fall, will be allowed no more than 3 weeks to

clear requirements and begin internship. Delays beyond 3 weeks will result in administrative withdrawal from internship and the co-requisite practice courses. Replacement will only be considered when the delay is due to significant, extraordinary factors that were beyond the student's control.

Students who fail to report to their assigned field internship as scheduled, and who fail to notify the office and their agency of non-attendance in first week of field, will be withdrawn from field and the concurrent practice courses.

Late Papers: If you are unable to meet a deadline for a placement assignment, you are expected to discuss this issue in advance with the instructor and/or liaison. Under certain conditions, it may be possible to make arrangements for a later deadline. Late assignments may result in the inability to accrue field placement hours until the assignment is satisfactorily completed; students cease to earn credit for internship hours when learning agreements and/or evaluations are overdue by more than 2 weeks based on scheduled due date, or, for evaluations, earned hours.

Attendance and Class Participation: Students are expected to establish a regular schedule of 21 hours per week of agency-based field practicum experience for each semester of the second year of Advanced Field Instructed Practice, SWRK 282 and SWRK 283. Students are also required to attend a biweekly field integration seminar on campus for one hour (for a total of 8 hours per semester). Expectations and policies regarding attendance and participation in the field practicum are outlined in the MSW 2 Field Manual which is available on line at the department website referenced above.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classsschedule/registration/add-drop.html>.

Dismissal: The university and department policies on dismissal are outlined in the MSW 2 Field Manual. All students are responsible for conducting themselves in a professionally appropriate and ethical manner at all times during the field internship. All students are also responsible for knowing and adhering to both university and department policy as outlined in the Graduate Field manual and the University catalog. Students are also responsible for knowing and adhering to policies specific to their field internship agency.

Cell Phones: Cell phone policies are determined by the agency and the field instructor.

University Policies and Services:

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

University Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052. Graduate students can also access support for writing at the Graduate Writing Studio (Henry Madden Library 2119; 278-2450) and for data analysis, the Graduate Statistics Studio (Henry Madden Library, Room 2120, 278-2451).

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>

Tentative Course Schedule

Spring 2020

Field Integration Seminar Calendar Social Work 283

(Biweekly)

WEEK	DATE	TOPIC
1		Introductions Overview of Second Semester of Advanced Field Practicum Seminar Groups; Organizing into Two Sections
2		Development of the Second Semester Advanced Learning Agreement <u>Discussion Topic:</u> <ul style="list-style-type: none">• Negotiating and Planning Appropriate and Required Learning Experiences• Peer Consultation
3		<u>Peer Consultations</u>
4		<u>Peer Consultations</u>
5		<u>Peer Consultations</u>
6		<u>Peer Consultations</u>
7		<u>Peer Consultations</u>
8		<u>Discussion Topic:</u> Termination Seminar Evaluations

SWRK 227 Seminar in Advanced Social Work Practice with Couples and Families

SYLLABUS FOR SEMINAR IN ADVANCED SOCIAL WORK PRACTICE WITH COUPLES AND FAMILIES (SWRK 227)	
Spring	California State University, Fresno
Course Information	Instructor Name
Units	Office Number
Time	E-Mail
Location	Telephone
Website	Office Hours

Catalog Statement

SWRK 227-Analysis and application of theories, principles, and techniques of social work practice with couples and families from a strength-based, empowerment perspective.

Prerequisites: SWRK 224, 225, 246, 282, and concurrent enrollment in SWRK 247and 283

Course Rationale

This seminar is designed to prepare the student to establish effective working relationships with couples/families, to formulate an assessment of the couple/family system within its context, and to develop and implement an intervention strategy relevant to family and/or couple needs. The course is also designed to prepare the student to create and operationalize an evaluation of practice plan within a context of social work practice standards, values and ethics. Specific seminar content and discussion will focus on the special needs of marginalized families and families at risk. Additional attention is also given to a multicultural perspective in the service of developing an ethnically respectful practice posture and multicultural competency. Central to the multisystems framework used in this seminar will be the recognition of couples/families as an intergenerational system moving through time facing both expectable developmental/transitional demands and unpredictable stressors in a global community. Practice theories and interventions which facilitate the departmental mission of social justice, empowerment and cultural diversity.

Course Goals and Primary Learning Outcomes

1. To facilitate student ability to apply knowledge of a multi contextual framework for family-centered social work practice with diverse populations in a global community.EPAS2.1.3, PB2; EPAS2.1.7, PB2
2. To facilitate student development of knowledge and skills in assessment, intervention and evaluation with family systems. EPAS2.1.3, PB2; EPAS2.1.10b, PB1; EPAS2.1.10c, PB1, EPAS2.1.10d, PB1.
3. To facilitate student understanding, empowerment, and social justice for marginalized families/families at risk.EPAS2.1.4, PB1 & 2; EPAS2.1.5, PB1

Learning Objectives/Outcomes

Based on the use of case material brought from the field setting (written or oral presentation), written assignments, analysis of video materials, and/or performance in simulated situations in class/experiential exercises, students will demonstrate an ability to:

- 1.1 Identify social work's historical place as a primary force in working with family systems and in establishing the person-in situation/family-in situation perspective. EPAS2.1.3, PB2; EPAS2.1.7, PB1 & 2
- 1.2 Apply relevant social systems concepts/ecological principles to a family-centered social work practice. EPAS2.1.3, PB2; EPAS2.1.10c, PB1
- 1.3 Identify the individual, immediate household, extended family, community, societal and global components of a multi-contextual framework for family-centered social work practice. EPAS2.1.10b, PB1
- 1.4 Apply an understanding of culture/ethnicity, gender and social class components as central elements in working with families. EPAS2.1.3, PB2; EPAS2.1.4, PB1 & 2
- 1.5 Apply an understanding of selected ethnic families in the service of developing an ethnically respectful family-centered practice approach. EPAS2.1.4, PB1; EPAS2.1.10c, PB1
- 1.6 Identify the profession's values and ethics in shaping and implementing a family-centered practice approach shaped by empowerment and social justice perspectives. EPAS2.1.2, PB1

Based upon the use of case material brought from the field setting (written or oral presentation), written assignments, analysis of video materials, and/or performance in experiential exercises/simulated situations in class, students will demonstrate an ability to:

- 2.1 Identify the initial practice tasks of beginning the family interview, joining/engaging all family members, gathering information and contracting. EPAS2.1.3, PB2, EPAS2.1.10a, PB1, EPAS2.1.10b, PB1 & 2
- 2.2 Identify presenting concerns and needs and relevant underlying issues with couples and families. EPAS2.1.10a, PB1 & 2
- 2.3 Identify and assess expectable developmental/transitional demands and tasks as well as unanticipated stressors in the life of a family. EPAS2.1.7, PB1 & 2, EPAS2.1.10a, PB1
- 2.4 Assess the components of the family/multi-contextual interface through the construction of an eco-map, identifying domains for intervention and strategies for change. EPAS2.1.3, PB2; EPAS2.1.10b, PB1

- 2.5 Make advanced, sophisticated use of genograms and family chronologies from an intergenerational perspective as major tools for assessment, treatment goal setting and intervention. EPAS2.1.3, PB2; EPAS2.1.10c, PB1
- 2.6 Identify and assess boundaries, sub-systems, authority and power, roles, rules, communication patterns/processes, triangles, secrets, symptom formation and strengths in relationship to the expectable developmental tasks/transitional demands of a family and/or the unanticipated stressors in the life of a family. EPAS2.1.7, PB1; EPAS2.1.9, PB1; EPAS2.1.10b, PB1
- 2.7 Understand and select intervention methods/techniques from a range of multi-systemic and functional family-centered practice models appropriate to the needs of the family. EPAS2.1.3, PB2; EPAS2.1.10b, PB2
- 2.8 Evaluate the effectiveness of one's practice with marital/family systems by selecting, applying, and interpreting appropriate clinical measures. EPAS2.1.10d, PB1
- 2.9 Critically assess and respond to ethical dilemmas in practice with couples and families. EPAS2.1.2, PB1 & 2; EPAS2.1.10c, PB1
- 2.10 Critically evaluate family practice approaches with respect to values, explanatory theory, interventive methods and empirical support. EPAS2.1.3, PB2; EPAS2.1.10d, PB1

Based on the use of case material brought from the field setting (written or oral presentation), written assignments, analysis of video materials, and/or performance in experiential exercises/simulated situations in class, students will demonstrate an ability to:

- 3.1 Understand marginalized families/families at risk and identify the interventions necessary to address both their needs and facilitate their empowerment: EPAS 2.1.4, PB1; EPAS2.1.7, PB1 & 2; EPAS2.1.9, PB1,
 - a) migrating, international and refugee families
 - b) families living in poverty
 - c) substance abuse in families
 - d) violence in families
 - e) families with a member with acute/chronic physical or mental illness
 - f) families with a member who has a disability
 - g) abandonment, separation or divorce in families
 - h) death in families
- 3.2 Understand non-traditional families and identify the interventions required to address their needs and facilitate their empowerment: EPAS2.1.4, PB1 & 2; EPAS2.1.10c, PB1
 - a) single-parent families
 - b) divorced/blended/remarried families
 - c) same sex couples and their families
 - d) ethnically diverse, intergenerational, multiracial families

- 3.3 Identify how women, people of color, gay men and lesbians who are members of the aforementioned families warrant additional practitioner consideration in the assessment/intervention process. EPAS2.1.3, PB2; EPAS2.1.10b, PB1
- 3.4 Identify how conventional/traditional or stereotypic views of women/men warrant practitioner evaluation of gender bias/gender marginalization and disempowerment in families and family practice models. EPAS2.1.3, PB2; EPAS2.1.9, PB1
- 3.5 Identify and construct multisystem interventions which effectively impact organizational/structural arrangement, in practice settings and in the larger socio-political realm, which empower or disempowers families and which enhance or obstruct family-centered social work practice. EPAS2.1.9 PB1; EPAS2.10.10c, PB1

Course Content

- I. The Context of Multisystemic Couples and Family Centered Practice
 - A. Historical and current social work practice on couples, family and family policy
 - B. Systems theory and ecological practice principles: a multicontextual and global perspective for working with couples and families
 - C. Family theory for family-centered practice
 - D. Culture/ethnicity, gender, and social class
 - E. Selected ethnic families
 - F. Social work values and ethics in family-centered practice
- II. Family and Couple Engagement, Assessment, and Intervention
 - A. Agency and case-management issues
 - B. Interviewing: Joining, engaging and contracting
 - C. Ecological assessment and intervention
 - D. Intergenerational needs, concerns and issues; assessment and intervention
 - E. Intrafamilial assessment of structure and communication process and intervention
 - F. Selected intervention methods/techniques
 - G. Current multisystemic, functional, and relationship theories and practice
 - H. Clinical measures for evaluation
- III. Marginalized Couples, Families/Families at Risk: Interventions to Address Needs and Facilitate Empowerment
 - A. Migration, refugee status and cultural/legal issues
 - B. Families living in poverty
 - C. Substance Abuse in couples and families
 - D. Violence in couples and families
 - E. Families and couples with a member with acute/chronic physical or mental illness
 - F. Families and couples with a member who has a disability
 - G. Abandonment, separation, or divorce
 - H. Death in families
 - I. Single-parent families
 - J. Blended, remarried couples and their families
 - K. Same sex couples and their families

Required Textbooks and Materials

Gurman, Alan S. & Jacobson Neil S. (2002). *Clinical Handbook of Couple Therapy*, (3rd ed.) New York, NY. Guilford Press.

McGoldrick, M., Carter, B. & Garcia-Preto, N. (Eds.) (2011). *The expanded family life cycle: Individual Family, and social perspectives*. (4th ed.). Boston, MA: Allyn & Bacon.

Nichols, M. (2011). *The essentials of family therapy*. (5th ed.). Boston, MA: Allyn & Bacon.

Recommended Texts:

Gottman, J. & Silver, N. (2012). *What makes love last*. New York, NY: Simon and Schuster.

Minuchin. S. & Fishman, H.C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

Ziegler, P. & Hiller, T. (2001). *Recreating partnership: a solution-oriented collaborative approach to couples Therapy*. New York, N.Y.: W. W. Norton & Co.

Grading and Assignments

Take-home Assignments: Short written feedback assignments which apply class content to practice situations. Approximately 12 take-homes will be handed out; you are required to do a minimum of 6.

Midterm Assignment: a written paper which applies core course theories and interventions, using assessment tools to facilitate an understanding of one's own, fieldwork practice or theoretical couples and families.

Final Paper- Advanced multisystem assessment of a couple using a vignette case study.

(COMMON ASSIGNMENT): An interactive assignment requiring critical thinking and application of course concepts to a couple from a diverse background.

Oral and written communication skills are essential professional skills. Edit your work carefully before turning it in. If you are unclear about the assignment or would like to review your work before submitting it, please consult instructor. All work should be printed in hardcopy and use APA format. Late work will not be accepted unless discussed and approved by the instructor in advance. Please see the instructor if you require special arrangements.

Grading will be based on take-home assignments, a midterm and a final paper. Handouts on each assignment will be distributed in class and/or available on Blackboard. The basis for grading is described below but may vary according the instructor. Please consult grading and assignment values for the instructor teaching your section.

Assignment Schedule

Date	Assignment	Points
Weekly up to 6	Take Homes	120
April 20	Midterm Paper	120
May 11	Final paper due	160

Course grades will be assigned according to the following scale (total points and point values according to percentages may vary with instructors):

Percentage	Points	Grade
93-100	372-400	A
92-80	320-371	B
79-71	284-319	C
70-60	240-283	D
59 or below	239 or less	F

The course grade is based on the following expectations: Students are expected to engage actively in class discussions. It is important to read the assigned readings so that you will develop a thorough knowledge of various theoretical perspectives. Class participation includes a balance of talking, listening, and the ability to demonstrate and application of course concepts to practice examples. The student is encouraged to demonstrate a willingness to take risks in discussing points of view, giving honest, constructive feedback to others, and participating in experiential exercises.

Course Policies

Attendance Students are expected to attend every class and to be on time. Each absence after two absences will reduce the course grade by 5 points.

Makeup or Late Assignments Policy Assignments are expected to be handed in on time. **Late Papers:** *Assignments are due on the due dates; both hard copy and electronic postings are required.* Late assignments will be accepted, however, the assigned grade will be decreased by 10 points for each 24 hour period beyond the due date/time. An assignment may be re-submitted/re-written, after consultation with the instructor, ONLY IF 1) the assignment was originally turned in on time and, 2) the original grade received is a “D” or lower (equivalent in points for the assignment). The final grade for the assignment will be an average of the original grade and re-evaluation. The student must request the opportunity to re-work the assignment within a week of receiving the graded paper and consult with the instructor re: areas of improvement and a re-submission date.

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities across from the Henry Madden Library. (278-2811).

Code of Academic Integrity – Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. CSU Fresno students will:

- a. Understand or seek clarification about expectations for academic integrity (including no cheating, plagiarism and inappropriate collaboration) as noted by faculty and on class syllabi, university catalogue, university web sites and other referenced sources. (APM 235, 241)
- b. Sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”
- c. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Referenced Policies from the University’s Academic Senate

APM 235--Policy on Cheating and Plagiarism

<http://www.csufresno.edu/aps/apm/235.pdf>

APM 241--Policy on Course Syllabi and Grading

<http://www.csufresno.edu/aps/apm/241CourseSyllabiandGradingMay2004>

APM 336--University Statement on Faculty Rights and

<http://www.csufresno.edu/aps/apm/336.pdf>

Cheating and Plagiarism

“Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

Computers

“At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have

24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

Copyright policy

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

Technology

Your Bb LoginID/Password is your university email login and password. You **MUST** activate your university email to access Blackboard. I will send email messages to the account designated in Blackboard. I advise you to use your university/CVIP account **AND** a clear subject line in any email you send me or risk having it filtered and deleted as spam. **ALWAYS** put SW 227 Adv SocWk Pract Couples & Families on the subject line or you risk your email being deleted unopened, and **ALWAYS** put your name on papers (Word files) that you submit via Blackboard or email to the instructor.

It is your responsibility to make sure you can access and negotiate Blackboard for class materials and resources. You are responsible for checking for announcements and email sent through Blackboard. For orientations to Blackboard contact the TILT.

The Technology Innovations for Learning & Teaching (TILT) in Henry Madden Library, Rooms 1110 & 1106, can address problems with access. The following resources are available:

- Email: <http://www.csufresno.edu/CSUF/search/results.shtml?>
- Phone: 278-7373; main office: 278-6892; Monday through Friday, 8:00 a.m. to 5:00 p.m.
- The Help Desk can be reached after hours at Email <help@csufresno.edu> or call 278-7000 seven days a week between 7:00 AM and 10:00 PM.

TILT course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. **You may** download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of

others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

SWRK 247 Seminar in Social Work Practice with Communities

SYLLABUS FOR SEMINAR IN SOCIAL WORK PRACTICE WITH COMMUNITIES (SWRK 247)	
Spring	California State University, Fresno
Course Information	Instructor Name
Units	Office Number
Time	E-Mail
Location	Telephone
Website	Office Hours

Course Rationale

Social workers have an ethical obligation to participate in the life of communities, both from the perspective of their professional employment within service agencies, but just as importantly, from the perspective of the requirements of public citizenship. Such citizenship demands more than simply the exercise of personal and civil liberties and participation in traditional forms of political life (voting). It demands continuous commitment of lifelong learning about the contradictions inherent in provider dominated service delivery systems, inequitable workplace practices, and escalating cycles of racial/ethnic/class/gender oppression which exists throughout institutions, organizations, businesses, and neighborhoods which support the life of communities everywhere.

Thus for social workers to merely exercise professional judgment within the context of narrow job definitions may not simply be marginal to positive improvements in support of community, but may actually reinforce oppressive structures unless concerted commitments to resist these forces are made. The professional preparation of advanced social workers must therefore explicitly address the knowledge, values and skills necessary to undertake interventive practice in support of community, including the promotion of comprehensive educational goals and learning objectives to accomplish these ends.

Course Description

The course is designed to prepare master's level social work students for autonomous practice of social work intervention with communities. The course is structured to allow students to emphasize specific community intervention approaches, such as traditional electoral organizing, grassroots direct action strategies, or popular political education methodologies, while also providing in-depth grounding in theory and skills which transfer across the boundaries of any intervention approach. Students are also strongly encouraged to develop an understanding of the linkage of community intervention with other social work intervention methods developed within the multi-methods concentration.

Educational Goals

1. To provide a comprehensive base of knowledge about contemporary community organization theories, ethical values, models, strategies, and tactics used to develop intervention plans appropriate for working with low-income, culturally diverse, and other marginalized populations. EPAS 2.1.1, PB 1; 2.1.2, PB 2; 2.1.4, PB1; 2.1.7, PB1; 2.10.1c, PB2
2. To promote an understanding of the skill base (both interpersonal and analytical) of social work with communities. EPAS 2.1.3, PB2; 2.1.5, PB2; 2.1.8, PB2; 2.1.9, PB1; 2.1.10a; PB1
3. To provide students with tools and appropriate skills for conducting community assessments, and evaluation of practice. EPAS 2.1.6, PB2; 2.1.8, PB1; 2.1.10b, PB2; 2.1.10d, PB2

Learning Objectives

Students will demonstrate in class discussion, role plays, and written assignments the ability to:

- 1.1 Understand competing theories of justice, power and conflict, particularly in reference to multiple forms of discrimination, social and economic oppression, and power disparities affecting women and people of color. EPAS 2.1.7, PB1
- 1.2 Understand and apply alternative definitions of community boundaries including geographic, collective identity, attribute, function, interest, political entity, common social problems, and cultural or ethnic group. EPAS, 2.1.9, PB1
- 1.3 Apply appropriate models of community organization, strategies and tactics to various problem situations. EPAS 1.1.4, PB1
- 1.4 Conduct an analysis of ethical issues associated with models of practice, strategies, and tactics. EPAS 2.1.1, PB1; 2.1.2, PB2
- 1.5 Use the problem-solving model to develop intervention plans with goals and measurable objectives. EPAS 2.1.10c, PB2
- 2.1 Define culturally competent practice with communities and describe the actions organizers should take when working cross-culturally and describe those actions organizers should take to remove barriers to social change such as classism, heterosexism, ableism, ageism, racism, and sexism. EPAS 2.1.5, PB2
- 2.2 Use a range of inter-personal skills to influence the social change process including engagement, recruitment, one-on-one interviews, group dialogue, confrontation, collaboration, and negotiation. Identify the strengths and weaknesses of each method. EPAS 2.1.10a; PB1

- 2.3 Use policy practice methods to identify human rights violations and other institutional barriers that limit access to resources for marginalized populations. Identify advocacy methods that can be used to address these issues. EPAS 1.1.8, PB2
- 2.4 Understand the use of effective written communication to document social issues, plan interventions, and rally public support including the use of traditional and social media. EPAS 2.1.3, PB2
- 3.1 Identify and apply research methods to conduct an assessment of community needs, strengths, and assets. EPAS 1.10b, PB2
- 3.2 Use research data from assessments to identify community problems, develop interventions, and design practice evaluations. EPAS 2.1.6, PB2
- 3.3 As a component of community assessments, conduct power analyses to determine the strengths and weaknesses of community groups, allies, and opponents in the organizing effort. EPAS 2.18, PB1
- 3.4 Apply appropriate qualitative and quantitative methods to the evaluation of community practice to assess intervention processes and outcomes. EPAS 2.1.10d, PB2

REQUIRED TEXT:

Hardina, D. (2012). *Interpersonal social work skills for community practice*. New York: Springer.

Additional readings can be downloaded from the Internet or accessed from Blackboard.

All students in this course are required to have an email account and access to the Internet. If you cannot afford or do not wish to purchase Internet service from your home, you may access the Internet through the library or in one of the campus computer labs. However, you must have a campus email account to do so.

Note: In this course, a specific sociological theory, Conflict Theory, is used to the distribution of wealth in the U.S. and internationally, how societal groups interact with one another, and variations in political power and status among different demographic groups. For example, we will discuss the distribution of resources in terms of the “haves” and the “have nots” (Alinsky, 1971). We will also discuss the impact of oppression on marginalized groups. The “isms” discussed in class include:

- C** Classism
- R** Racism
- A** Ableism
- A** Ageism
- S** Sexism
- H** Heterosexism

Grading criteria

All papers must be typed and double-spaced. Papers should be well written. APA format (Version 6) must be used. The two primary components of APA are in-text citations and the reference list. In-text citations should include author name and date. Page numbers should also be included for direct quotations.

For example: (Jones, 2007) or (Jones, 2007, p. 35)

The following are examples of the correct use of a citation in a sentence:

According to Jones (2007), all social workers should learn administrative practice skills.

Gutierrez (1992) identifies a number of strategies that limit service utilization among people of color: “waiting lists, intrusive intake procedures, or rigid eligibility requirements” (p. 324).

Simplified APA manuals are available from the university bookstore. A brief guide to APA is posted on the course website.

Each of the three assignments is "practice-oriented" rather than "theoretical." If you cite authors or make refer to agency reports or documents, citations must be included in a reference list.

Assignment	Content	Total Points	Percentage of Grade
1	Community Assessment (Common Assignment)	100	40%
2	Action Assignment/Power Analysis	50	20%
3	Intervention & Evaluation Plan (Common Assignment)	100	40%
		250	100%

Description of Exams/Major Assignments:

Community Assessment (Common Assignment)

Students are required to conduct an assessment of the community served by their field agency, define the community served, provide demographic and other statistical information about community needs, describe diversity or lack of diversity in the community, identify community problems and gaps in services, identify community strengths and assets, identify decision-makers and sources of power, describe service networks or alliances, and describe the “emotional tenor” of the community. Students are also required to make a recommendation as to what outcomes should be produced as a result of social change efforts in this community. In addition, they must conduct at least one conversational interview with a key informant and submit a process recording of the interview with their paper.

Action Assignment

Working with two or more people, students are required to conduct a campus or community-based project. The project can involve planning an event, engaging in an activity such as volunteer recruitment or a protest, lobbying for legislation, or conducting research related to community organizing, development, planning, or lobbying. The grade for this project will be a group grade. That means the group is responsible for following up and making sure that individual members accomplish their tasks. Before the activity starts, the group must submit an action plan describing the activities and their goals and objectives. After the activity is concluded, the group must submit a report that describes how they carried out the plan and evaluates the degree to which goals and objectives are accomplished. As an alternative, students may choose to submit individual papers in which they identify a social issue and conduct an interest group analysis about how power was used to influence the decision-making process.

Intervention and Evaluation Plan (Common Assignment)

Students are required to develop a community intervention plan. In this paper, the issue to be addressed, model of community practice, strategies and tactics to be used, target and action systems, and goals and objectives must be identified. The paper should also include a time-line for the accomplishment of objectives, a description of the ethical implications of the strategies and tactics used, and identification of resources needed to carry out the plan, possible barriers to task accomplishment, and evaluation criteria. The paper must also include an analysis as to whether the plan is likely to be successful.

All assignments and grading criteria are posted on Blackboard.

Please note that attendance and participation will not be graded. However, students are strongly encouraged to attend every class session and to take an active role in the class. As a courtesy to the instructor and fellow classmates, please notify instructor when you will not be able to attend class.

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Extra Credit Assignments: (Earn up to 10 points maximum)

Participate in an organizing campaign or volunteer recruitment effort. Write a 3 to 5 points 5 page description of your experiences that includes identification of campaign goals and activities as well as your perceptions about the campaign process and whether or	5 points
--	-----------------

not it seemed to be effective. Note: This activity must be different from the activity used for Action Assignment #2	
Attend a meeting of a collaborative group or task force or a community forum. Write a one page paper about the issue and your observations of the meeting that includes the purpose of the meeting, the groups represented, how the meeting was structured to promote participation, the interaction among attendees, the facilitation process, decisions made (if any), and the outcome. Did the structure of the meeting or forum promote collaboration and communication among participants or conflict? Why?	5 points
Read a nonfiction book about an actual organizing effort or social movement. Write a two to three page report on the book. You will also be required to make an oral presentation in class. The report should identify the social issue or cause depicted, the people involved in the organizing effort, opponents, and the power resources held by each group. A brief description of the process involved in the social change process and outcomes produced should also be included.	5 points
Volunteer at least two hours of your time to a phone bank campaign that is designed to recruit donors, volunteers, or voters. Write a two-page analysis of your experience. What techniques did you use to persuade donors to stay on the phone or agree to provide money, time, or votes to the organization or candidate? What were some of the difficulties you phone in making these calls? Were all the calls successful? Why not?	5 points
Create a flyer, write a blog or news article, design a web page, or create a Facebook page for a community event or recruitment effort. Make sure you provide all critical information about the event or campaign	5 points

Classroom Policies

Late Papers: The instructor will accept late papers for reasonable cause. However, instructor permission to submit the paper late must be obtained prior to the designated due date except in emergency situations (such as a health issue or family emergency).

Rewritten Papers: Poorly written or incomplete papers may be rewritten and resubmitted by a due date assigned by the instructor. However, rewritten papers must demonstrate evidence of original work and comply with all the expectations outlined in the assignment.

Classroom Conduct: *In order to ensure collegiality in the classroom, please raise your hand if you want to speak or participate in classroom discussions. The instructor will call on students to speak in a manner that ensures that all students have an opportunity to share their views. It is to be expected that some students will have strong opinions about course content. However, civil behavior and respect for the opinions of all class participants is expected at all times. The instructor will enforce university policies regarding classroom disruption.*

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For

more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). **Examples of plagiarism include copying another student's assignment or using direct quotations from books, the Internet or other sources without properly citing them (i.e. quotation marks, block quote format, author name, date, and page number or location of the quotation on an electronic document).**

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: *"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."*

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf>

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

The schedule and procedures for this course are subject to change in the event of extenuating circumstances

SECTION 4. Field Education Policies and Procedures

Field Education Site Description and Selection

There are three categories of field instruction agencies: designated instructional sites, non-profit field agencies, and for profit field agencies. The criteria governing the use of agencies for field instruction has been established by the Department of Social Work Education in conformity with standards developed by the Council on Social Work Education.

Designated Instructional Sites

Agencies approved for use as designated instruction sites are those public services agencies which enter into a “designated agency” agreement with the Department of Social Work Education. Such an agreement binds the agency to developing, maintaining, and staffing a field instruction program for social work students; and binds the department to placing students in that agency. Thus, the agency can depend upon having social work students from one year to the next. Agencies given “designated” status must meet at least the following criteria:

1. The policy making board and/or director, and the administrative staff, have conviction about the value of social work education; and accept field instruction as an appropriate function of the agency.
2. The emotional and attitudinal climate of the agency is conducive to learning and to the student’s identification with the values of the social work profession.
3. The policy and procedures governing the agency’s operation clearly define and reflect a philosophy consistent with the values and ethics of the social work profession and with the objectives of social work education.
4. The agency develops and delivers an instructional program that provides supervision by qualified MSW personnel and the range and quality of learning experiences needed to illuminate classroom teaching and promote the student’s personal and professional growth.
5. The agency provides for 1) space and equipment needed by students and their field instructor, i.e., desks, telephone, etc.; 2) clerical services needed by students and their field instructor, and 3) the use of case material and other agency data a student might need to fulfill class assignments and research provided confidentiality can be maintained for both individuals and agencies.

Non Profit Agencies

Agencies categorized as nonprofit field sites meet minimum qualifications for any organization desirous of accepting students for field instruction. These qualifications are as follows:

1. The agency employs an individual who possesses an MSW degree from a CSWE accredited program.

2. The individual possessing the MSW is willing to provide the requisite field instruction to the field students, and fulfill the role and responsibilities of the field instructor.
3. The agency will provide the MSW with time to attend field instructor training and continuing education programs.
4. The emotional and attitudinal climate of the agency is conducive to learning.
5. The agency provides for a) space and equipment needed by students and their field instructor, i.e., desks, telephone, privacy for interviews and conferences, etc.; b) clerical services needed by student and their field instructor; and c) the use of case material and other agency data a student might need to fulfill class assignments and research provided confidentiality can be maintained for both individuals and agency.

For Profit Field Sites

Agencies that have a for profit tax status may occasionally be used as field sites for social work students. Those agencies must meet the minimum qualifications listed above under the non profit status. The following additional requirements also apply:

1. Students may not be placed in either individual or group private practitioner offices for field internship.
2. The specific duties and responsibilities of students placed in a for-profit setting must be clearly delineated. Any assignments or activities of the student that involve revenue generation must result in payment to the student of a stipend of 50% of the revenue generated.
3. The for profit placement site must assume responsibility for the calculation and distribution of any stipend monies owed to the student as a result of their revenue generating activities.

Agency Selection Process

The Field Coordinator or designee is responsible to the Department Chair for the selection and maintenance of all field placements in the B.A. and M.S.W. programs. The Field Coordinator, sometimes assisted by members of the Field Review and Certification Committee, completes a study of a potential new field site. The Field Coordinator meets with and obtains the professional vitae of prospective new field instructors and presents recommendations to the Field Review and Certification Committee. This committee may request further information, recommend deferring, rejecting or accepting the proposed new site and field instructor(s) and/or set other conditions. Where a student's work site becomes his/her internship, an "in- agency" placement also must be in an approved agency.

The following criteria are used in evaluating agencies for the field practicum:

1. Agency must be able to provide student with learning opportunities to meet ALL of the common learning goals listed in the learning agreements.
2. Agency staff and administrators must wish to participate in social work education, endorse the goals and objectives of the program, be willing to develop and maintain effective communication with the Department in all matters relevant to field instruction, and offer support of an administrative, practical and possibly financial kind. Support includes the provision of space, equipment, clerical services, insurance, and travel expenses as detailed in the formal agreement between the university and each agency. Agency Profiles are on file in the department office.
3. Where an agency is not primarily a social service one, there is evidence of its good standing professionally on the national and local level. Its objectives, values and ethics are compatible with those of the program and of the social work profession, and it supports social work values, concepts and goals.
4. Both the agency administration and the field instructors agree to follow program policies set forth in the Field Manual or negotiate for changes as necessary.
5. The agency must be reasonably accessible geographically so that adequate contact can be maintained between the Department and the agency.
6. The agency's staffing structure is expected to reflect non-discriminatory, affirmative action policies.
7. The agency's administration supports students' learning and experiential needs and is sufficiently flexible to allow for innovation and progression in learning assignments.
8. The agency has a conceptual framework identifying the intervention methods utilized in practice which is compatible with relevant social work theory and values.
9. The agency is relatively stable in expecting to maintain programs and personnel throughout the practicum.
10. Agency target systems reflect the broad range of social work concerns, i.e. identifiable unmet bio-psycho-social and/or community needs.
11. Agency client systems are diverse in terms of ethnic origin, age, gender, and socio-economic status reflective of the community at large.

12. A variety of social work roles are used, and the student can participate in working with people and programs, in the five-part problem-solving process, from assessment through evaluation.
13. The agency is willing to enter into a formal agreement with the university to participate in the program by providing field learning experiences to students for the time period covered by the agreement.

Department's Curriculum Expectations

Selecting a field site requires thorough study. Settings are required which challenge the students' interests, maximize their learning, and provide them with the depth and breadth of experience required by the curriculum and the general objectives of the program. It is expected that the agencies selected as field sites reflect the breadth, diversity and variety of fields of practice within the San Joaquin Valley. Agencies are evaluated on their ability to provide assignments with a range of persons of different cultural backgrounds.

It is assumed that the learning experiences provided through field work are essential to the achievement of the objectives of the social work curriculum. Purposeful helping or problem-solving activities with the recipients of social services enable the student to experience the discipline of professional relationships; to gain new knowledge and understanding in all content areas of the curriculum; to learn to apply and test social work principles, values and techniques; and to develop the skills and self-awareness necessary for professional competence as a social worker.

The second year field practicum is undertaken three days per week in the fall and spring semesters. The practicum is taken concurrently with practice courses during both semesters. This curriculum design is intended to maximize the integration of classroom and field practicum learning. Evaluating one's own social work practice is an additional goal of the curriculum. Students are expected to develop the skills necessary to assess their own performance and the effects of their performance upon intervention outcomes. The development of learning agreements in the field practicum is conducted in conjunction with concurrent enrollment in practice classes. This design provides integral linkage between classes and field through the development of learning objectives which include evaluation of one's own practice.

Use of Employment as a Field Education Site

Increasingly, a number of both Master's level and Bachelor's level students are inquiring as to whether they may use a current employment site as their field practicum setting (In-Agency Placement). This option can be helpful in making social work education possible to students and

increase the level of professional resources within the agency. However, these arrangements, unless carefully developed and monitored, can diminish the quality and integrity of field education.

Specific criteria need to be followed in order to ensure that employment sites as field practicum settings offered through the Department of Social Work Education at CSUF conform to the professional standards required of all field experiences, and adhere to the standards set forth by the Council on Social Work Education (CSWE) and the department's Curriculum/Field Instruction policies. Clear distinction between employment and field practicum assignments is crucial to the success of the student's experience.

As an initial step, the student should review the basic requirements below that must be met in order to utilize an employment site as a field practicum. Formal request for this arrangement is initiated by the student in consultation with the Field Coordinator or Assistant Field Coordinator at the time of application for field placement. Guidelines for a written application can be found at the end of this document. The application template is located on the DSWE website under Field/Materials for Students.

A formal request for this arrangement is initiated by the student in consultation with the Field Coordinator or Assistant Field Coordinator at the time of application for field placement. See Section 9 of this manual for the application form for in-agency placement.

Basic Requirements of In-Agency Placements

1. The student has permanent status and has worked for a minimum of one year at the agency; and cleared probationary status for current work assignment.
2. A clear delineation is established between employment roles/responsibilities and educationally focused field practicum experiences;
3. There are specified and separate assigned field work hours and employment hours;
4. It is expected that the employee's workload will be reduced commensurate to the amount of time required for field practicum.
5. Field practicum assignments must be in a different program or service area than the student's current or previous work, internship, or volunteer experience;
6. The field instructor for MSW students must have an M.S.W. degree from a CSWE accredited program, two years of post-MSW practice experience, be different from the current job supervisor; and have no authority over the student's employment. For BA students, the field instructor may have either an M.S.W. or B.A. degree from a CSWE accredited program and also two years of post-baccalaureate or post-MSW practice experience.

7. The agency, field instructor, and the student meet the criteria as outlined by the Department of Social Work Education curriculum and field education policies;
8. The required In-Agency Field Placement Application is completed by the due date set forth by the Field Coordinator;
9. The field practicum meets the curriculum requirements in the specific areas of practice in which the graduate or undergraduate student is concurrently enrolled:
 - a. Undergraduate: SWrk 180/181 (Macro) and SWrk 182/183 (Micro)
 - b. MSW1: SWrk 280/220 and SWrk 281/221 (foundation practice with individuals, families, groups, organizations and communities)
 - d. MSW2: SWrk 282/224/225/246 and SWrk 283/227/247 (advanced practice with individuals, families, groups, organizations and communities)
10. The agency administrator provides written authorization stating approval of use of employment site as a field practicum setting and its commitment in adhering to Department of Social Work Education policies; and,
11. Generally, the student may use an employment site for only one year, i.e., if the student has used his/her employment site at the undergraduate level, he/she will not be allowed to utilize an employment site at the graduate level. There may be exceptions to this policy. Decisions will be based on the learning needs of the individual student and the educational soundness of the in-agency proposal.

Student, Agency and Field Instructor Standards for In-Agency Placements:

Students who are employed in social service/social work agencies may submit an application for an in-agency field placement. The student, agency and field instructor must be able to meet established criteria to:

1. Assure the educational focus of field work;
2. Provide new and challenging experiences to the student and be able to differentiate practicum activities from regular employment activities;
3. Maximize learning opportunities; and,
4. Conform to the high standards required of all field experiences.

In order to meet the requirements of an educationally based field work experience, the student, agency and field instructor must meet the following criteria:

Student Standards:

1. Student must have permanent status and been employed by the agency for **at least one year** and cleared probationary status for current work assignment.
2. Student's employment performance evaluation must be at a satisfactory level. During the academic year, student must continue to perform at a satisfactory level in both employment and the field practicum setting. Failure to maintain satisfactory job performance will result in loss of approval to use the employment site for field practicum and necessitate replacement to another internship. Replacement and staying "on track" with the curriculum is not guaranteed; it is possible that the student will have to withdraw from field and practice courses and re-enter field in the internship cycle beginning the next fall.
3. Generally, the student who completes an In-Agency placement may use this setting for only one academic year. There may be exceptions to this policy. Decisions will be based on the learning needs of the individual student and the educational soundness of the in-agency proposal.

Agency Standards:

1. Agency must offer diverse learning opportunities appropriate to the specified student's learning needs and in conjunction with concurrent practice class requirements.
2. Agency must provide experiences for the student during field work hours that are ***significantly differentiated*** from regular work activities and duties. Assignments proposed for field work must be educationally focused and meet the DSWE criteria. **Agency must ensure the availability of release time for student's classes and field instruction.**
3. Field practicum assignments must:
 - a. be in a different department, service, or unit of the agency – completely differentiating the student's work assignments from field internship experiences;
 - b. assign hours for field work to be designated as specific field work hours or blocks of time for field work.
4. If agency has not been evaluated, approved and confirmed as a regular field placement site, the agency will follow the required department curriculum and field instruction policies for approval. Once approved as a field placement site, the agency must be willing to host interns in future years for the term of their agreement with DSWE.
5. Agency must agree not to alter the field assignments or field arrangements without consultation and advanced approval from the Field Coordinator.

Field Instructor Standards:

1. A field instructor assigned to a student employee must:

- a. be qualified and meet the criteria set by the department for all field instructors, including all field instructor application and confirmation policies and procedures;
- b. be different from the student's current employment supervisor; and have no authority over student's employment,
- c. provide field instruction for that specific student for only one academic year.

Conflict of Interest

No student may be placed in an agency wherein she/he was, or is, a client or employee or an immediate family member was, or is, a client or an employee. Since the department does not ascertain client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest (Note: declining based on conflict of interest is not the same as the "refusing to accept" concept delineated in the policy on unsuccessful interviews). Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client or an employee may be administratively dropped from the social work internship program. DSWE will evaluate the student's suitability to continue in the social work program. Students review and sign the "Conflict of Interest/Convictions" form acknowledging their understanding of this policy during the field application process.

History of Arrest and/or Convictions

The Department of Social Work Education at California State University, Fresno, does not require criminal background checks for students majoring in social work. Individual agencies may require criminal background checks. The cost of such screening is the responsibility of the student where the agency does not assume the cost. **Students should be aware that criminal offenses may cause ineligibility for placement opportunities and/or liability insurance, which would prevent placement in the field.**

Students who have a history of arrest or criminal charges that did not lead to conviction(s) are advised to disclose this information to the Field Coordinator/Assistant Field Coordinator and/or department chair to avoid potential problems in the agency placement process.

Students who have a history of **"job-related" misdemeanor and/or felony conviction(s) are required to disclose this information to the Field Coordinator/Assistant Field Coordinator and/or department chair during the field placement planning interview unless the conviction(s) have been legally sealed, expunged or statutorily eradicated.** Examples of "job-related" convictions would include, but not be limited to, child abuse, substance use/abuse/possession, theft, violent or potentially violent crimes such as domestic violence, assault, robbery, etc.

Students who fail to inform the Field Coordinator/Assistant Field Coordinator and/or department chair of required "job-related" misdemeanor and/or felony conviction(s) and the conviction(s)

become(s) known to the department may **be administratively dropped from the social work program.**

Students review and sign the “Conflict of Interest/Convictions” form acknowledging their understanding of this policy during the field application process.

Liability Insurance

The department requires that students carry liability insurance. This insurance is obtained through the university and the cost is included in student fees.

Student Placement Procedures

The placement process for MSW2 students occurs in the summer. The process is as follows:

1. Prior to placement each student will complete a field placement application and Field Internship.
2. Each student will identify career and learning objectives and interests. The Field Coordinator and field faculty will use the information provided on the application to facilitate placement selection and assignment.
3. Each agency will be notified of the name of the assigned student.
4. Student will interview at a placement agency that fits their learning needs and interest.
5. Once a second year placement is confirmed by the student and agency, the Field Coordinator will notify all students and agencies by electronic mail of their assigned field placement for the second year. The assignment attempts to place all students in accordance with department placement procedures. It does no guarantee that a student will be accepted for placement.

Unsuccessful Placement Interview

While the department attempts to place all students in accordance with department placement procedures, it does not guarantee that all students will be successful in the placement interview. Students who are denied a placement by three different agencies, or who refuse to accept three different agencies, or a combination of (three) thereof, will meet with the Field Coordinator.

When a placement is not secured through the regular placement process, the Field Coordinator will meet with the student to review the reasons for denial or refusal of placement, the student’s interests, and potential available internship setting(s). If a potential internship cannot be identified, the student will be informed of this and referred to his/her advisor for planning. If a potential internship can be identified, the student will be referred to this agency for an interview. If this

additional agency denies the student a placement or the student refuses the placement, the student will be referred to his/her advisor. The DSWE cannot guarantee that the student will secure a placement and complete the social work degree.

Reassignment of a Student

During the first three weeks of internship, a change in placements is generally permitted when:

- Conditions change at the agency and an intern can no longer be hosted.
- An unanticipated conflict of interest arises.
- Circumstances beyond the student's control prevent the student from meeting attendance or other expectations of the agency.
- Significant mismatch of student with agency and/or field instructor is identified by the field instructor, student, and field liaison and there is consensus that a change is warranted for sound educational reasons.

During the first three weeks of internship, a change in placements is generally permitted when:

- Conditions change at the agency and an intern can no longer be hosted.
- An unanticipated conflict of interest arises.
- Circumstances beyond the student's control prevent the student from meeting attendance or other expectations of the agency.
- Significant mismatch of student with agency and/or field instructor is identified by the field instructor, student, and field liaison and there is consensus that a change is warranted for sound educational reasons.

After the third week of internship:

It is the practice of the Department of Social Work Education to avoid the switching of placements at any time after the first three weeks into the semester. However, reassignment of a student from one field site to another during an academic year may occur for educationally sound reasons. Students experiencing performance problems solely as a result of skill deficits will not be reassigned to a different agency.

Reassignment is generally approved only when issues involving the field instructor or the agency pose obstacles to student learning or when there is doubt as to the cause of problems; and when an appropriate agency is available to take a student mid-year. When there is doubt as to the cause of problems, the field student may be given the benefit of the doubt and reassigned to another placement.

The decision to reassign will be a **joint** one between the faculty liaison, student, and Field Coordinator. **Termination of an internship by the student without prior notification of the field instructor/agency, faculty liaison, and Field Coordinator, and failure to adhere to due process**

procedures constitutes abandonment. Student's status in the social work program will be reviewed by program faculty; consequences may range from No Credit in course, up to dismissal from the program. The current field instructor and the agency administrator will normally have been apprised of possible reassignment of the student prior to any reassignment discussions or final decision. Reassignment to another agency requires that the faculty field liaison or Field Coordinator discuss with the prospective field instructor the reasons for, or issues causing the reassignment, including the sharing of any field evaluation the student has received. The current field instructor will be asked to give an evaluation of the student's performance to that point in time.

Reassignment to another agency requires that the faculty field liaison or Field Coordinator discuss with the prospective field instructor the reasons for, or issues causing the reassignment, including the sharing of any field evaluation the student has received. The current field instructor will be asked to give an evaluation of the student's performance to that point in time.

Students who are reassigned prior to the end of the semester will receive an "RP", or "Report in Progress" (incomplete grade), for that semester. The "RP" will be removed from the student's record upon receipt of a satisfactory "post reassignment evaluation" from the new field instructor. "Post reassignment evaluations" are to be received from the department approximately two months into the new placement. The specific time frame is to be negotiated between the faculty field liaison, student, and new field instructor. Students who receive unsatisfactory "post reassignment evaluations" will receive "NC", or a No Credit grade, for the previous semester and will be asked to withdraw from both field and practice and to repeat the previous semester. All such students will be referred to their advisor for further academic planning and direction.

After plans for reassignment have been made, the student is expected to develop plans for termination of the original field assignment with the current field instructor and report such plans to the faculty field liaison. Any plans for termination of a field assignment should reflect the agreement reached by the student and the field instructor in regard to:

1. The date on which the student will leave the agency.
2. The timing and method to be used in terminating planned contacts with individuals and/or groups.
3. The way in which the student will fulfill other termination responsibilities – e.g., completion of summaries needed for case transfer or closing; completion of any necessary separation procedures (signing forms, returning keys and/or identification cards, etc.).

Failure to fulfill termination responsibilities can result in the loss of credit for the internship work to date and an Incomplete, up to, and including, a "No Credit" (NC) for the semester.

Personal Safety of Social Work Students in Field Placement

The Field Education office oversees student experiences in their field placements and their safety in the field. Information regarding agency and student responsibilities regarding personal safety is included in Section 3 (Agency) and Section 5 (Students) of this manual. This information, along with the Safety Tips below, is provided in recognition of the reality of potential physical vulnerability of social workers in carrying out their professional responsibilities. The Safety Tips are quoted from the *Guide to Field Education* from Boston University (2016) found at <http://www.bu.edu/ssw/students/current/charles-river-campus-students/academic/forms-2/feguide/#Safety Tips for Students in the Field>

Safety Tips for Students in the Field

Agency Protocol:

- It is important for students to know the agency's protocol for safety and security. The following are guidelines and suggestions that may be helpful to students, field instructors, and liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc. The agency should know the student's schedule and whereabouts at all times, especially when the student is working outside the building.

Security of Belongings:

- The agency is responsible for providing students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked (e.g., a desk drawer or filing cabinet). Students should not leave cell phones, laptops, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Clients:

- Social work students work with clients/consumers in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are or appear to be threatening. These behaviors may include (but are not limited to) swearing, yelling,

insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

- Some individuals may be prone to violence and may possess a weapon. Others may be intoxicated, high on drugs, in withdrawal, or may have other medical, psychiatric, or neurological disorders. Again, we would like to emphasize that students should always consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings:

- When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling an appointment, it is helpful to think about whether other people should be around and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance in the event that a client/consumer becomes agitated. This may include having another staff person in the meeting.
- Clothing that is provocative is never appropriate and, in some instances, may impede one's ability to act in an unsafe situation, e.g., high heeled shoes, tight skirts, long scarves. Jewelry can also be used to injure the worker.

Safety Tips for Travel:

- When a student is traveling by car for field education activities, it is advisable to have clear directions and know where he or she is going. In general, it is important to be alert and attentive to one's surroundings, and to lock doors and close windows. Valuables should be placed out of sight in one's vehicle prior to parking at the destination.
- When traveling by foot or public transportation, it is advisable that students carry as little as possible. Money, license, keys, and other essentials should be carried in a pocket if possible. If a bag or briefcase is grabbed, it is best to let go of it. It is advisable to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat

walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits:

Prior to making a home visit, the student should discuss any issues related to safety with their field instructor. On an initial home visit, it is often advisable to go with another worker. Most agencies will want to know the location and scheduling of the home visits. Some agencies require a confirming telephone call upon arrival and departure from the home visit. If the student feels unsafe upon arrival or at any time during the visit, s/he should not proceed with the meeting. It might be preferable to meet at a neutral location.

Procedures for Emergencies and Injuries Related to Field Placement Based on the Workers Compensation Program

Instructions for Field Internship Students (SWRK 181, 182 and SWRK 280, 281, 282 & 283)

All internship related injuries must be immediately reported to your Field Instructor, Faculty Liaison and the Field Coordinator, Andrea Carlin (278-3992). Completion of forms will be necessary in most cases and will be explained under “Documentation”.

Medical facilities that must be used:

Initial Care:

Fresno State University Health Center | Phone: 278-2734

Hours of Operation 8:00am–4:45pm M-F

Limited Services: 12:00-1:00pm

NOTE: Medical assistance limited to first aid treatment

Advanced Care:

Saint Agnes Occupational Health Center

7202 N Millbrook Ste 108 Fresno Ca 93720 | Phone 450-7777

Hours: 7:30am-4:30pm M–F

NOTE: Current primary medical facility; requires referral from CSUF Worker’s Compensation office.

Saint Agnes Occupational Health

4770 W Herndon Suite 110 Fresno Ca 93722 | (559) 450-6340

Hours: 7:30am-4:30pm M-F

NOTE: Current primary medical facility; requires referral from CSUF Worker’s Compensation office.

Emergency Care:

St. Agnes Medical Center

1303 E. Herndon Avenue, Fresno, CA | Phone 450-3205

Hours: 24 hours daily

(If seriousness of injury requires, call 911)

***NOTE:** The above noted facilities **MUST** be used unless the Workers' Compensation Office has a current signed pre-designation form on file to allow the use of your own primary physician. A form is available on our website listed below.*

DOCUMENTATION

1. The Field Coordinator will immediately contact Tracey Garza at 278-2125 when the injury is reported so the Student Intern, Notice of Claim form can be sent directly to the injured Student Intern.
2. A Supervisor's Report of Work Injury form must be completed for every injury and sent to the W/C office within 24 hours from the date the injury is reported. (This form is located at <http://www.fresnostate.edu/ehsrms/> under workers' compensation.) **This form must be signed by the Field Coordinator or Department Chair in the Department of Social Work Education at Fresno State.**

The completed forms are returned to the Workers' Compensation Office. (Attn: Tracey Garza) at Mail Stop LS140 and fax 278-6995.

QUESTIONS?

Contact Tracey Garza, Workers' Compensation Specialist at 278-2125 or if after hours contact the University Police Department. If Tracey is not available call Lisa Kao, Environmental Health and Safety at 278-6910.

FOR MORE INFORMATION ABOUT WORKERS' COMPENSATION BENEFITS

Contact Tracey Garza, or access <http://www.fresnostate.edu/ehsrms/> and look under Workers' Compensation.

Procedures for Incidents Involving Students (No Injury to Student)

Instructions for Field Internship Students (SWRK 181, 182 and SWRK 280, 281, 282 & 283)

All internship related incidents that are relevant to student's practice liability must be immediately reported to your Field Instructor, Faculty Liaison and the Field Coordinator. Depending on the nature of the incident, student may be required to provide a written report to the Field Coordinator, who will apprise the University as warranted.

Agency Rights and Responsibilities

1. Responsibilities

- a. Provide sufficient social work practice experiences and observational/educational opportunities for social work students to complete all of the assignments in the learning agreements in a timely fashion.
- b. Support the employee/field instructor with reduced caseloads or release time sufficient to be a competent field instructor and perform the additional responsibilities of this

assignment.

- c. Honor the learning agreement developed between the field instructor and student.
- d. Provide office space, clerical services, use of relevant case material, and other resources deemed necessary to adequately carry out the agreed upon educational plan of the student.
- e. Provide multi-stage learning experiences where and when feasible. Learning stages begin with entry level experiences and progress to meet the particular needs of the individual student.
- f. Orient students to agency policies and procedures for personal safety. Include information regarding the community and agency context, clients, security of personal belongings, relevant health precautions, and any other safety guidelines applicable to the field setting.
- g. Do not require students to participate in learning tasks if the student does not feel safe.
- h. Not decrease the number of regular staff when a student has been placed for field instruction.
- i. Notify the Field Liaison and Field Coordinator immediately when serious problems with a student are indicated; and provide prompt written notification and justification for asking a student to leave, or be removed from, the agency.
- j. Notify the Field Liaison and Field Coordinator immediately of any injury to student while in field or incident involving the student that may have implications for his/her liability.

2. Rights

- a. Upon meeting and interviewing the student, agencies can refuse to accept him/her for an internship for reasons pertaining to personality conflicts or educational inappropriateness. For example, a student lacks sufficient skill and knowledge to undertake the beginning tasks of the agency. (If issues are identified after the internship has begun and there is no consensus about immediately terminating the placement, the student must be afforded due process and the opportunity to correct behaviors of concern before he/she may be withdrawn from the internship.)
- b. Agencies can ask for the immediate removal of a student who is determined to be a danger to the consumers of the services rendered; who is disruptive to the work environment; demonstrates serious unprofessional conduct; or who breaches confidentiality.
- c. Identification of a pattern of student conduct that is unprofessional (e.g, unexplained absences and attendance issues, showing questionable ethical decision making, apathetic performance) or shows an inability to perform in the field should first lead to consultation with the field liaison and a corrective action plan. Documentation of

a continued pattern of unsatisfactory student conduct constitutes grounds for dismissal of student from the field site.

- d. If an agency dismisses a student from the internship due to any of the above, the student may be administratively dropped from the field sequence and possibly from the social work program since such acts may result in the harm to clients and are generally indicative of an inappropriate or untimely career choice on the part of the student.

Field Instructor Training

All new field instructors are required to participate in the new field instructor training (available online) that is offered by the Department of Social Work Education. Ongoing training and workshops for field instructors are provided annually to enhance the field instruction process for students and field instructors.

Field Education Time Requirements

SWRK 282 and 283, Field Instructed Practice and Field Instructed Practice II, require the student to be in the field 21 hours per week on a regular basis throughout the fall and spring semesters. It is the department's position that optimal social work education requires a balance between classroom learning and field learning. Ideally, the requirements of field instruction should not detract from the student's ability to participate in classroom activities, nor should coursework place excessive demands on the student which make it difficult for them to function in the field agency. **In order to maintain this balance, field instruction will not exceed 21 hours per week, except in unusual circumstances for which prior written approval has been obtained from the Field Coordinator.**

Field placement days are assigned by the department for both first and second year students (see the schedule of courses in the Department of Social Work Education). First year students complete 16 hours per week for both the first and second semesters. Second year students complete 21 hours per week for both the third and fourth semesters. Students are expected to adhere to the assigned placement schedule. If there are unusual circumstances which the student and field instructor believe warrant a change, a request for modification of the schedule can be made. Any modification in either the assigned days or hours of field placement must first be approved by the agency field instructor and faculty liaison.

In fulfilling these requirements the student has responsibility for:

1. Reporting for field placement on the days assigned throughout the academic year and until the last day of field in each semester. Students may not leave field early simply because they have completed 300 hours for the semester; this is a minimum number of hours expected of students. It is common for students to complete more than this minimum.

2. Observing only those holidays designated by the university and agency unless other prior arrangements have been made.
3. The student is expected to:
 - i. Discuss with his/her field instructor, in advance, any planned absence from the agency (including withdrawal from school).
 - ii. Participate in making any arrangements necessary to avoid inconvenience of others (e.g., cancellation of appointments with clients, agency staff etc.).
4. Arrange with his/her field instructor to make up any field education time lost because of chronic illness or family crisis, such as a death or serious illness. The student is responsible for reporting illness or other unplanned absences to his/her field instructor, either directly or indirectly, as soon as possible on the first day of his/her absence. In the event of prolonged illness, the student is responsible for notifying the faculty liaison and Field Coordinator and developing a written plan for completing field. The student may find it necessary to spend compensatory time in field placement after the semester has ended. **A plan for completing internship must be submitted in writing and requires the Field Coordinator's advanced written approval.** When this occurs an "RP (Report in Progress)" grade will be given with the understanding that a credit grade will be substituted as soon as the field instructor reports that all requirements have been met. Compensatory time may not be acquired during the time that the student has scheduled classes.
5. Secure advanced authorization to substitute another learning experience for some field education days. Students are encouraged to attend certain professional conferences and other meetings of specific educational value, and are not required to make up the time lost from the field when agency and department approval of such attendance is given. Students wishing to apply some field hours in this manner should discuss this plan with their faculty liaison, obtain agreement from their field instructor, and add this to their learning agreement. Activities should address specific topics or experiences that further goals of the student's field education learning plan. No more than 10% of field hours may be earned in such activities each semester. ***Please note that ongoing educational***

seminars related to programs such as Title IV-E do not count for internship hours.

6. Attendance at seminars of programs such as Title-IV- E program, are considered to be required academic activities for stipend students and may not be used toward field hours (exception is made for BA students who do not have an MSW supervisor). In rare instances, when a student falls behind on hours due to unforeseen or unavoidable circumstances and s/he develops and conscientiously acts upon a reasonable plan to make up the hours, yet is still short on hours at the end of the semester, the Field Coordinator may authorize credit for a portion of the seminar hours in an amount up to the 10% limit noted for training described above.
7. Adhering to the hours established for employees of the agency (usually 8:00 a.m. to 5:00 p.m. with an hour for lunch, but some agencies have adjusted their 8 hour day in varying ways and a few private agencies have shorter time requirements.) In some residential facilities and voluntary agencies, staff schedules are adjusted to ensure the availability of one or more social workers on Saturdays or during designated evening hours. When this is true, the schedule of a student may be modified in a similar manner upon receipt of approval by the faculty liaison and appropriate field instructor. Regardless of the hours established, students are expected to arrive promptly at the designated hour and to use their time productively throughout their field days and accurately record attendance.
8. Developing and adhering to an appropriate time schedule. As a part of his/her professional education, a student is expected learn to manage time in a mature and disciplined manner. This means keeping appointments promptly within the agency as well as outside (e.g. client scheduled conferences, group sessions, staff meetings, etc.).

As he/she begins to understand the nature of his/her assignments, the student will also be expected to develop and adhere to a schedule that enables him/her to have the number of interviews, conferences and group sessions needed; prepare adequately for them; and keep his/her records and routine tasks current.

Factors Affecting Student Participation in Field Internship

Students who experience personal, academic, psychological, medical or other conditions that impact their ability to participate in the field internship as described in this manual are responsible for **immediately** informing the Field Coordinator. The Field Coordinator will assist the student in determining the appropriate course of action in relation to the field placement and in accordance with university and department policy. Students who do not adhere to this policy may be administratively dropped from the field sequence and possibly from the social work program, because of unprofessional conduct and possible harm to clients.

Winter Session

The Winter Intersession (between the end of the Fall semester and the beginning of the Spring semester) is a period of approximately four weeks. No students are permitted to attend field internship between Christmas and New Year's Day because the University is closed. Between January 2nd and the beginning of the spring semester, the policy covering the Winter Intersession shall be negotiated as follows:

- The student shall meet with the field instructor and the faculty liaison to negotiate the best way to meet the requirements of the Department of Social Work Education, and the needs and requirements of the agency, the student, and the clients. The arrangement should be recorded in the learning agreement or on the winter hours form that must be approved in advance by the Field Coordinator.
- Intersession may or may not be used for field practicum, but in either case this decision will not affect the date of termination determined by the department's academic year calendar. All student are to remain in field until the end of the Spring semester. Any time accrued during Winter Intersession may only be used to make up time missed due to holidays, sick days, etc.
- A maximum of 16 hours per week is permitted during the intersession.

Academic Standing

All graduate students are required to maintain a minimum grade point average of "B" or 3.0 (See Grade Requirements under [Graduate Studies](#), CSUF General Catalog). Any MSW student whose GPA drops below a 3.0 will not be permitted to enroll in field placement (SWRK 282/283) or the concurrent practice classes (SWRK 224, 225, 227, 246 and 247) until an academic plan has been developed and approved by the Department. Students who do not maintain a 3.0 GPA will be notified of their academic standing (formal or informal academic probation) and will be referred to their faculty advisor for academic planning.

Policy Against Harassment

It is the policy of the California State University that each campus and the Office of the Chancellor maintain a working and learning environment free from racial, ethnic and sexual harassment for its students, employees, and those who apply for student or employee status.

This policy applies to students in field practicum. Any incident should be reported to the faculty liaison. The Field Coordinator and the faculty liaison will immediately and confidentially report the incident to the Chair of the Department of Social Work Education. Official complaints will be assessed once an appropriate referral is made to the California State University, Fresno Office of Affirmative Action.

Academic Adjustment for Students with Disabilities

California State University, Fresno is strongly committed to maintaining an environment that guarantees disabled students full access to its educational programs, activities and facilities. All faculty and staff are required to provide “reasonable accommodation” to ensure full access for students with disabilities. This policy applies to the requirements and practices in the field placement. As in all classes, students will be expected to completely fulfill all requirements. Students who are certified as disabled through CSUF Office of Services to Students with Disabilities are responsible for registering SWRK 280 or SWRK 281 as a class with the Office of Services to Students with Disabilities. Students are also responsible for informing the faculty liaison and field instructor of their disability and request for reasonable accommodation. The full text of the university policy on academic adjustments for students with disabilities is located in [Section 8](#).

Transportation and Incidental Costs and Requirements

Transportation:

Students are expected to take responsibility for arranging transportation to their field placement and for meeting any costs involved. Most field sites in current use are within a 90 mile radius. Unless prevented by law or agency policy, it is expected that the agency will assume the expenses for all assigned activities that include travel. The Department of Social Work Education does not reimburse students for field travel expenses. Travel time to and from the placement agency does not count toward field hours. The Department does not expect students to use personal vehicles to transport clients of the agency; students who consider transporting agency clients in their private vehicles are advised to check agency policies pertaining to this practice as well as to ascertain the extent of their own automobile liability insurance.

Incidental Costs and Requirements:

Some agencies require students to attend orientation trainings and obtain background checks and health screenings prior to beginning the internship. Costs for health screenings and background checks MAY be covered by the agency; where this is not the case, the student is responsible for the costs of these screenings if he/she wishes to accept an internship in the agency. Students are expected to complete any required trainings or screenings prior to the first day of classes. If a student is delayed in beginning his/her field internship for more than 3 weeks because he/she failed to attend to these requirements, he/she will be administratively withdrawn from field and the concurrent practice course and will not be replaced for the academic year.

Student Access to Educational Records

California State University, Fresno has implemented specific policies and procedures to administer the Family Educational Rights and Privacy Act (FERPA) and Sections 67100-67147.5 of the California Education Code. These policies and procedures are described in the University General Catalog under Policies and Regulations and are further explicated in the Academic Policy Manual under Student Records Administration Policy. The Department of Social Work Education, in keeping with university policy, has established the following procedures for student access to educational records (APM 405-3):

1. A student's right of access, review and/or inspection of his/her records requires that a written request be made to the Department of Social Work Education. All requests should be addressed to the Chair.
2. Review of the records will be authorized as soon as is practical, but in any instance no later than fifteen (15) working days following receipt of the written request.
3. Arrangements for the place, date and time for review will be made by the student and the responsible official.
4. The right of students to have access to inspect and review their student records does not include the right to a copy of such records unless at least one of the following conditions exists:
 - Failure to provide a copy would effectively prevent a student from exercising the right to inspect and review the student record (i.e. student lives out of state). A copy of the record should be provided to such persons upon written request.
 - When a student provides: a) written consent to disclose personally identifiable information to another college or university; and b) payment of all fees and charges due the campus.

Students in the Department of Social Work Education who want to access their educational records (i.e. admissions, academic, and/or field placement files) are expected to follow the policies and procedures outlined above. Graduate academic and field placement files are destroyed 2 years after completion of the social work program and final field internship, respectively.

Student Stipends

On rare occasions, field placement agencies and/or grant resources provide for stipends to be paid to students who complete their internship in specific agencies or areas of practice. It is the policy of the Department of Social Work Education that no student enrolled in field placement receive more than one field placement related stipend. This policy does not apply to general forms of financial aid such as loans and scholarships. Any questions regarding field placement stipends should be directed to the Field Coordinator or Department Chair.

SECTION 5: Student Roles, Rights, Responsibilities and Due Process

Student Rights

1. Have performance expectations made clear.
2. Be treated with dignity, decency and professional respect.
3. Experience appropriate field instruction.
4. Be actively involved in social work assignments in the field setting.
5. Have the opportunity to examine interrelationships between theoretical knowledge and actual social work practice.
6. Actively participate in the formal evaluation process, and receive ongoing evaluation feedback.
7. Be advised of skill and knowledge deficits as they come to the attention of the field instructor and be given a reasonable amount of time within the current semester to improve upon the identified deficits.

Responsibilities of the Student

1. Uses the field instruction program as an opportunity to enrich and extend the whole curriculum; all prerequisites should be met prior to requesting an internship. Graduate students must have a 3.0 GPA in the MSW program to participate in the field instruction program and concurrent practice classes.
2. Assume professional responsibility and appropriate accountability for assigned client services and other agency activities.
3. Prepare a field learning agreement for the field instructor's and faculty liaison's review and revise it as necessary.
4. Participate in weekly supervisory conferences for one hour per week with the field instructor, prepare an agenda, select, record, or present material representative of work, share reactions to all questions about the field experience and advise the field instructor of new learning needs.
5. Participate in selected agency activities (e.g., staff meetings, conferences, in-service training, committee work) when these are not in conflict with campus-based courses, seminars, or other academic commitments.
6. Not participate in learning tasks or assignments if the student does not feel safe. Concerns regarding personal safety and risk should be brought to the immediate attention of the field instructor and faculty liaison for discussion and problem solving.

7. Use the department's field and academic calendar to schedule time within the agency.
8. Maintain the university schedule with regard to national and state holidays, as outlined in the field calendar.
9. Will contact his/her faculty liaison immediately in the event of difficulty or of an emergency necessitating absence, leave of absence or premature termination from the internship. Absence for more than one week must be reported to the Field Coordinator immediately (see section 4).
10. Will change their learning agreement as needed using the procedure outlined in this manual.
11. Can expect that the field practicum will provide the learning experiences sought, as described elsewhere in this manual.
12. Will participate in evaluation of own performance and provide input for evaluation of the agency as a field practicum and of the field instructor.
13. Will follow steps in the directions provided in obtaining a field placement or negotiating an "in-agency" internship.
14. Will follow the standards expected for agency employees at their field placement. This includes professional dress and appearance, keeping up-to-date records of hours, assignments completed or in progress, case records and charting, completion of any required administrative responsibilities.
15. Obtain agency approval for the use of any case material or records outside of the agency and maintain accepted standards of confidentiality.
16. Share all course syllabi with the field instructor and inform the field instructor in a timely manner of classroom assignments that relate to field instruction, sharing material when relevant.
17. Make known to the Field Coordinator and Department Chair any personal issues or situations which would, if the student were placed in a particular agency or with a specific population group, pose a conflict of interest or be in violation of the law governing the delivery of human services.
18. Attend biweekly field seminar on campus.

Student Recourse and Due Process

It is understood that problems will arise in the practicum between students and field instructors or other agency personnel. It is, however, expected that any and all problems will be addressed explicitly, proactively, professionally, and in a timely manner. The following step by step process must be used when both minor and major problems arise in the field, regardless of the

parties involved. This is an administrative procedure that must be followed in order for students to be afforded due process. It must be noted that students who do not adhere to the specific responsibilities noted above or who do not follow the procedures identified below may be dismissed from the social work program.

Problem Solving Procedures:

1. Student and field instructor discuss the problem constructively and in an issue oriented fashion in an effort to achieve a mutually agreeable resolution. If the problem is not resolve to the student's and/or field instructor's satisfaction, the student should proceed to the next step.

Note: In rare circumstances, it may not be appropriate for problem resolution to begin between the student and field instructor, i.e. student is being sexually harassed by the field instructor. In such circumstances, the student will begin Step 2 of the Problem Solving Process.

2. Student immediately advises the faculty liaison of the problem. The faculty liaison will facilitate problem resolution in a manner deemed appropriate by the faculty member. If the solution is not amenable to the student, she/he should proceed to step number 3.
3. If the problem is not satisfactorily resolved, the student must request a meeting between her/himself, the field instructor, and faculty liaison. This request shall be in writing to the faculty liaison with a copy to the Field Coordinator. A three-way meeting between the student, field instructor, and faculty liaison will ensue in order to discuss and attempt to resolve the problem.
4. If the problem is still not resolved, the student may request a meeting with the Field Coordinator. The Field Coordinator will attempt to facilitate problem resolution— inclusive of calling a meeting between the student, field instructor, faculty liaison, agency director, and MSW Coordinator if appropriate to discuss and resolve the problem. This step of the process will render a decision and problem solution.
5. The decision/solution achieved in step 4 may be appealed by the student. An appeal must be in writing and addressed to the Field Coordinator with a copy to the Chair of the department. The Chair of the department will render a final decision.
6. Students wishing to appeal decisions rendered in step 5 may do so through the university grievance procedure.

All Students Note:

1. If a field instructor is dissatisfied with a student's performance, he/she will immediately bring this to the student's attention during supervision.

2. If the student's performance does not improve with verbal feedback and/or the performance concerns are of a serious nature, the student will receive prompt written notification. A copy of this notification will be sent to the faculty liaison and Field Coordinator.
3. Written notification of poor performance **must** include a Corrective Action Plan (See Section 7 & 9) outlining performance expectations and a timeline for improvement so that the student might meet learning agreement expectations prior to the end of a semester. The Corrective Action Plan template is located in Section 9.
4. The faculty liaison will immediately call a three-way meeting to discuss the performance concerns and facilitate development of a Corrective Action Plan to assure understanding of performance expectations and the timeframe for improvement.
5. If the student does not adequately improve his/her performance within a reasonable and specified period of time, the field instructor will give the student a marginal or unsatisfactory evaluation.
6. All students are responsible for conducting themselves in a professionally appropriate and ethical manner at all times during the field internship. You are responsible for knowing the field placement agency rights described in Section 4 of this manual, **including the grounds for dismissal of a student from the field placement agency and possibly the social work program.**

Dismissal

There are two types of dismissal from the social work program and the university: academic and nonacademic. Academic dismissal occurs as a result of failing to meet the minimum scholarship standards of an academic course and/or an academic program of study. (Minimum standards for Field Internship include the development of an approved learning agreement by the end of the 4th week of field instruction each semester and satisfactory evaluations at midterm and end of each semester. The standard of performance on final evaluations is satisfactory or higher rating (3=average, 4= above average, or 5=excellent) on more than 80% of learning tasks on the approved learning agreement.) University policy on academic disqualification is outlined in the CSU Fresno General Catalog.

Because the field internship is a requirement of all students in the social work major, dismissal from the program (major) can occur if the student is:

1. Refused an internship after the usual placement process and at least 1 additional attempt to place the student in an appropriate internship has ended in refusal to accept the student for an internship.
2. Dismissed from an internship for cause that warrants immediate dismissal.

3. Dismissed from an internship for cause and is either refused further internships by suitable agencies or is unsuccessful in completing the internship in another agency that has accepted the student for the internship. (To make their decision, the proposed agency is given information about the dismissal from the prior internship and interviews the student.)
4. Found to have terminated his/her internship without following the processes outlined in this manual for making such changes. Program faculty will evaluate such cases and recommend actions ranging from replacement to dismissal from the program.

There is no guarantee that a suitable internship will be identified, available and willing to accept the student. Students who are unable to continue with the field internship will meet with their academic advisor to identify alternatives.

Nonacademic dismissal is defined as a disciplinary matter and falls within the administrative jurisdiction of the university. Behaviors in the classroom or field placement that violate the NASW Code of Ethics and/or university policies on conduct and are not subsumed under “academic reasons” may lead to dismissal from the program. Examples of such behaviors include unwillingness to engage in learning assignments or problem solving in field, disruptive behavior, harassment, cheating and plagiarism. Nonacademic dismissal may also result when a student’s personal issues and behaviors interfere with acceptable practice and professional conduct. If, after review by department faculty, the student is deemed unsuited to the social work profession, the student will be dismissed from the program. The student will not be reinstated until he/she presents evidence of having changed the behavior(s) at issue and can show that he/she can maintain the new behaviors.

California law, under Title V, grants the Department the discretion to determine “if the student satisfies such additional professional, personal, scholastic, and other standards” at admission, and if he/she maintains “fitness for the program”. *Failure to maintain appropriate “fit” with departmental standards can result in nonacademic dismissal.*

SECTION 6. The Learning Agreement and Field Assignments

Introduction

The learning agreement is a written understanding between the student, the field instructor, the faculty liaison, and the Field Coordinator about the nature and content of the student's field experience. The written agreement provides a focus for mutual planning in the development of learning experiences and serves as a reference point for ongoing evaluation of learning progress. The learning agreement can also serve as the basis for resolving any disagreements that may arise concerning the field placement experience.

The learning agreement will serve as a "road map" for the field placement experience. It can be used in weekly supervision with the field instructor and during faculty liaison visits to monitor progress and to insure that all required learning areas are being addressed. Because the agreement is a critical component of the field placement, it is important that students take responsibility early in the internship to discuss it with their field instructor and faculty liaison.

Requirements

The second year of field placement is one part of the second year advanced concentration curriculum of the MSW program. The concurrent field placement model is designed to provide the opportunity for students to apply advanced classroom theory (systems, empowerment, learning and conflict theories), as well as knowledge and skill to advanced practice at multiple systems levels. As such, the advanced learning agreement reflects the required advanced concentration content for all MSW2 students in the areas of professional development, multi systems social work practice and evaluation of practice. Specific assignments are listed and are to be completed by all MSW2 students. Those assignments that are derived from the concurrent practice classes, SWRK 224, 225, 227, 246 and 247, are included in this section to facilitate the integration of class and field. Additional field assignments must be added to the learning agreement to reflect student, agency, or program (i.e. Title IV-E, Consejo, and PPS) needs or requirements.

The **typed** learning agreement is due at the end of the fourth week of field instruction each semester. Check the current field calendar for this academic year for the specific dates. Students will cease to earn credit for internship hours when learning agreements are overdue by more than 2 weeks. MSW2 students are required to complete the first semester learning agreement, SWRK 282, and the second semester learning agreement, SWRK 283, using the format in this section of the manual. Both learning agreements include the following components.

1. Semester – Include the year in which you are enrolled in SWRK 282 or SWRK 283.
2. Student Information – Include all of the information indicated on the learning agreement template. The field placement schedule listed should be in accordance with the Department of Social Work Education assignment of 21 hours per week normally Monday, Wednesday, and Friday. Also, be sure to include the proposed winter break schedule, if any, that has been agreed upon between you, the field instructor, and the faculty liaison (see Section 4 of this manual for the policy on Winter Session).
3. Agency Information – Include all of the agency related information on the learning agreement template. Include the name of the non-MSW agency supervisor only if you are

placed in a setting under the direct supervision of a non-MSW.

4. Signatures – Once the student and field instructor have signed the learning agreement, it will be available to the faculty liaison for review and approval. Once the faculty liaison signs, the learning agreement will be reviewed and signed by the Field Coordinator.
5. Field Supervision – Record the specific information about your MSW field instructor as indicated on the template. Include the name(s) of agency staff who are available for backup/emergency supervision in the absence of your assigned MSW field instructor. Clearly indicate who is responsible for the preparation of an agenda for weekly supervision.
6. Agency Overview – Write a brief, narrative description of the field placement agency's organizational structure and the services that are available to clients/consumers.
7. Learning Assignments – Required learning assignments are listed in three areas: professional development; multi systems social work practice; and evaluation of practice. The assignments listed are required for all MSW2 students and are expected to be satisfactorily completed by the end of the semester. Additional learning assignments must also be included in the learning agreement to meet student, agency and/or program needs and requirements. Those assignments that are derived from concurrent practice courses are included in this section of the manual.
8. What the Agency Agrees to provide – Include additional items under “Other” and be certain that the field instructor initials each item.



Social Work Education

SWRK 282 ADVANCED LEARNING AGREEMENT

Fall Semester

Student Information:

FIRST NAME MIDDLE INITIAL LAST NAME

STREET ADDRESS CITY ZIP CODE

PREFERRED PHONE NUMBER CAMPUS E MAIL ADDRESS

FIELD PLACEMENT SCHEDULE WINTER BREAK SCHEDULE

ACADEMIC ADVISOR PHONE E MAIL ADDRESS

Agency Information:

AGENCY NAME

STREET ADDRESS CITY ZIP CODE

FIELD INSTRUCTOR (M.S.W.) PHONE E MAIL ADDRESS

AGENCY SUPERVISOR (non-M.S.W.) PHONE E MAIL ADDRESS

FACULTY LIAISON PHONE E MAIL ADDRESS

Signatures:

STUDENT SIGNATURE DATE

M.S.W. FIELD INSTRUCTOR SIGNATURE DATE

FACULTY LIAISON SIGNATURE DATE

FIELD COORDINATOR SIGNATURE DATE

Field Supervision:

DAY AND TIME OF SUPERVISION

Format (Minimum Requirement: 1 hour per week – individual

NAME OF SUPERVISOR

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

Agency Overview:

BRIEFLY DESCRIBE THE AGENCY'S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE TO CLIENTS.

Goal: To demonstrate advanced knowledge and skills for multi systems social work practice utilizing diversity awareness, an empowerment perspective and principles of social justice. The first semester field placement will include the activities/assignments listed below in three areas: professional development; multi systems social work practice; and, evaluation of practice.

Professional Development	
1. Participate actively and responsibly in weekly supervision by taking primary responsibility for developing an agenda for supervision. (empowerment theory, learning theory)	
2. Demonstrate awareness of one's professional strengths and weaknesses through self-evaluation and ability to accept constructive criticism. Develop a plan with supervisor to address them. [EPAS 2.1.1, PB 2] learning theory, empowerment theory, conflict theory)	
3. Articulate one's own theoretical framework for practice in the context of a formal case presentation or written summary. [EPAS 2.1.7, PB 1] (systems theory, empowerment theory)	
4. Identify and attend 2 professional development activities. (learning theory)	
5. Attend a professional organization meeting (i.e. NASW) and an activity in civic participation (i.e. Board of Supervisors meeting). (empowerment theory, conflict theory)	
6. Identify ongoing ethical dilemmas in your agency practice. Present a summary of the situation and engage in a critical analysis and a plan for resolution using an ethical decision- making model. [EPAS 2.1.2, PB 1] (systems theory, conflict theory, empowerment theory)	
7. Other Activities/Assignments:	
7a.	

Multi Systems Social Work Practice

1. Complete a minimum of 2 multi-dimensional, multi-systemic assessments with individuals and include use of DSM-5, mental status exam, and/or P-I-E. [EPAS 2.1.3, PB 1; EPAS 2.1.10 (b) PB 1] (systems theory, learning theory)
2. Complete the assessment of group members to form a task group and an intervention group. (systems theory, empowerment theory, learning theory)
3. Conduct an organizational assessment of your field placement agency to identify an organizational challenge, problem, need or change opportunity. Discuss your assessment of the identified issue in supervision utilizing guidelines from SWRK 246. [EPAS 2.1.5, PB 1; EPAS 2.1.9, PB 1] (systems theory, conflict theory)
4. Participate in the mutual development of goals and service planning at the individual, group and organizational level. [2.1.10 (a), PB 2] (empowerment theory, learning theory)
5. Provide advanced social work services to a minimum of 3 individuals, at least one of whom is culturally different from self. Specify in supervision a supporting theoretical framework for practice with each individual.
[EPAS 2.1.4, PB 2] (systems theory, empowerment theory, conflict theory)
6. Plan and conduct one intervention group utilizing guidelines from SWRK 225.
(systems theory, empowerment theory, conflict theory)
7. Plan and conduct one task group utilizing guidelines from SWRK 225.
(systems theory, empowerment theory, conflict theory)
8. Complete 2 process recordings to evaluate advanced practice skills and ability to effectively respond to verbal and non-verbal barriers.
(learning theory, empowerment theory, conflict theory)
9. Demonstrate skills in a minimum of 3 of the following advanced social work practice approaches: complex case management, solution-focused, ethnographic, narrative, group facilitation, constructive group decision-making, policy development, program design, and organizational analysis. Document/monitor through observed practice, written summaries and agency presentations/consultations.
[EPAS 2.1.10 (c), PB 1&2] (systems, empowerment, learning and conflict theories)
10. Attend a Board of Directors meeting or other administrative meeting for your internship agency. Discuss in supervision your observations regarding budget, personnel, decision-making and external relations.
[EPAS 2.1.9, PB 2] (systems theory, conflict theory)

Multi Systems Social Work Practice Continued...

11. Other activities/assignments:

11.a

Evaluation of Practice

1. Select and apply an appropriate research methodology (e.g., single subject design, goal attainment scaling) to evaluate the effectiveness of a specific intervention on an individual's progress
[EPAS 2.1.6, PB 1; EPAS 2.1.10 (d), PB 1] (empowerment theory, learning theory)
2. Select and apply an appropriate research methodology to evaluate the effectiveness of a task group and/or a social/treatment group.
[EPAS 2.1.6, PB 2] (empowerment theory, learning theory)
3. Select and apply an appropriate research methodology to evaluate the effectiveness of a specific intervention with an organization or of an organizational process (empowerment theory, learning theory)

4. Other Activities/Assignments:

4a.

The Agency Agrees to Provide:

1. Appropriate learning assignments as required for SWRK 282.
2. A minimum of one hour of weekly supervision with the M.S.W. field instructor.
3. Adequate space and resources to complete agency related assignments.
4. Other:

Field Instructor Initials:

SWRK 283 (Spring) Advanced Learning Agreement



SWRK 283 ADVANCED LEARNING AGREEMENT Spring Semester

STUDENT INFORMATION

FIRST NAME	MIDDLE INITIAL	LAST NAME
STREET ADDRESS	CITY	ZIP CODE
PREFERRED PHONE NUMBER		
CAMPUS E MAIL ADDRESS		
FIELD PLACEMENT SCHEDULE		
ACADEMIC ADVISOR	PHONE	E MAIL ADDRESS

AGENCY INFORMATION

AGENCY NAME		
STREET ADDRESS	CITY	ZIP CODE
FIELD INSTRUCTOR (M.S.W.)	PHONE	E MAIL ADDRESS
FACULTY LIAISON	PHONE	E MAIL ADDRESS

SIGNATURES

STUDENT SIGNATURE	DATE
M.S.W. FIELD INSTRUCTOR SIGNATURE	DATE
FACULTY LIAISON SIGNATURE	DATE
FIELD COORDINATOR SIGNATURE	DATE

FIELD SUPERVISION

DAY AND TIME OF SUPERVISION

FORMAT (MINIMUM REQUIREMENT - 1 HOUR PER INDIVIDUAL)

NAME OF BACKUP – EMERGENCY SUPERVISOR OR PLAN

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

AGENCY OVERVIEW

BRIEFLY DESCRIBE THE AGENCY'S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE TO CLIENTS.

Goal: To demonstrate advanced knowledge and skills for multi systems social work practice utilizing diversity awareness, an empowerment perspective and principles of social justice. The second semester field placement will include the activities/assignments listed below in three areas: professional development; multi systems social work practice; and evaluation of practice.

Professional Development	
1. Demonstrate integration of core social work values (diversity awareness/cultural competence, social justice, and empowerment), professional theoretical frameworks and use of professional self through analysis in oral presentation or written documentation reviewed in supervision and/or through presentation to staff. [EPAS 2.1.1, PB 1; EPAS 2.1.4, PB 1] (learning theory, empowerment theory, conflict theory)	
2. Prepare and present for discussion either in supervision, or for formal consultation with other staff, an analysis of a complex ethical issue raised in one of your practice assignments. [EPAS 2.1.2, PB 2] (systems theory, empowerment theory, learning theory, conflict theory)	
3. Explore professional licensure and/or post-graduate certification/training through discussion with field work supervisor and/or participation in related training activities (i.e. attend “Job Readiness” workshop on licensure, explore the BBS website, etc.). (empowerment theory, learning theory)	
4. Develop a post-graduate professional development plan. (empowerment theory)	
5. Identify and demonstrate affiliation with the social work professional network and community by joining one or more professional groups (i.e. NASW), participation on local, regional, or state boards, or community stakeholder groups. (empowerment theory, conflict theory)	
6. Other Activities/Assignments:	
Multi Systems Social Work Practice	
1. Complete a minimum of 2 multi-dimensional, multi-systemic assessments with couples/families utilizing an intergenerational genogram, family eco-map and timeline informed by guidelines from SWRK 227. (systems theory, empowerment theory, conflict theory)	
2. To complete assignment in SWRK 247, identify a need in the community served by the field placement agency. Conduct an assessment of the needs and/or assets by gathering information from 3 sources (staff, community residents, clients, government officials, and/or other stakeholders.) [EPAS 2.1.8, PB 1] (systems theory, conflict theory, empowerment theory)	
3. Participate in the mutual development of goals and measurable objectives for service/action planning at the couples/family and community level. (systems theory, empowerment theory, conflict theory)	

Multi Systems Social Work Practice continued...

4. Provide advanced social work services to a minimum of 3 individuals, at least one of whom is culturally different from self. Articulate in supervision a supporting theoretical framework for practice. (systems, empowerment, learning and conflict theories)
5. Provide advanced social work services to a minimum of 2 couples/families utilizing a family-centered approach to practice. (empowerment theory, conflict theory)
6. Identify one model of community practice and apply it to address an identified need in the community. (systems theory, empowerment theory, conflict theory)
7. Demonstrate skill and flexibility in assuming multiple practice roles (e.g., advocate, broker, case manager, community organizer, counselor/therapist, consultant, facilitator, mediator, policy analyst, policy developer, supervisor) in delivering social work services across systems, utilizing a global perspective. [EPAS 2.1.8, PB 2] (systems, empowerment, learning and conflict theories)
8. Complete 2 process recordings to evaluate progressive development of advanced practice skills (including accurate empathy, joining, power analysis, attending, focusing, responding, confronting, partializing, directing and reframing) and ability to manage barriers to intervention. [EPAS 2.1.10 (a), PB 1] (learning theory, empowerment theory, conflict theory)
9. Demonstrate skills in a minimum of 3 of the following advanced approaches: complex case management, family-centered and functional family practice, management of phases of community development, social action, social planning and transformative approaches to organizing communities. [EPAS 2.1.5, PB 2] (systems, empowerment, learning and conflict theories)
10. Complete at least one formal case summary, policy analysis/recommendation or program evaluation report for presentation (e.g., to constituents, community). [EPAS 2.1.3, PB 2] (systems theory, conflict theory)
11. Other Activities/Assignments:

Evaluation of Practice

1. Select and apply an appropriate research methodology (e.g., single subject design, goal attainment scaling) to evaluate the effectiveness of a specific intervention on a family's progress. [EPAS 2.1.10 (b), PB 2]

2. Conduct a process or outcome evaluation of a community service offered by your agency. [EPAS 2.1.10 (d), PB 2]

3. Other Activities/Assignments

The Agency Agrees to Provide:

1. Appropriate learning assignments as required for SWRK 283.
2. A minimum of one hour of weekly supervision with the MSW field instructor.
3. Adequate space and resources to complete agency related assignments.
4. Other:

Field Instructor Initials:

Concurrent Fall Practice Assignments from SRWK 282, from SWRK 224, 225, and/or SWRK 246

SWRK 282 – Field Assignment

1. Applying an Ethical Decision Making Model (SWRK 224) [EPAS 2.1.2, PB 1]

In the foundation year of the MSW program, you were introduced to the NASW Code of Ethics and the social work ethics audit. Building on this foundation knowledge, identify an ongoing ethical dilemma in your second year field placement practice. Utilize either of the following ethical decision making models to guide your resolution of the dilemma and determine the most appropriate practice response.

1. Steps in Ethical Decision Making (Mattison, 2000):

1. Gather additional background information and assess the case details.
2. Separate practice considerations from the ethical aspects of the case.
3. Explicitly identify the value tensions.
4. Consult relevant codes of ethics, supervisors and colleagues.
5. Identify alternative intervention strategies and targets for intervention.
6. Weigh the costs and benefits to various stakeholders.
7. Clarify and make explicit personal values.
8. Determine which priority or obligation to meet foremost and justify one's choice of action.
9. Document the process of decision-making.

2. NASW: Essential tips for Ethical Problem Solving (Reemer & Conrad, 1995)

1. **DETERMINE whether there is an ethical issue or/ and dilemma.** Is there a conflict of values, or rights, or professional responsibilities? (For example, there may be an issue of self-determination of an adolescent versus the well-being of the family.)
2. **IDENTIFY the key values and principles involved.** What meanings and limitations are typically attached to these competing values? (For example, rarely is confidential information held in absolute secrecy; however, typically decisions about access by third parties to sensitive content should be contracted with clients.)
3. **RANK the values or ethical principles which – in your professional judgement – are most relevant to the issue or dilemma.** What reasons can you provide for prioritizing one

competing value/principle over another? (For example, your client's right to choose a beneficial course of action could bring hardship or harm to others who would be affected.)

4. DEVELOP an action plan that is consistent with the ethical priorities that have been determined as central to the dilemma. Have you conferred with clients and colleagues, as appropriate, about the potential risks and consequences of alternative courses of action? Can you support or justify your action plan with the values/principles on which the plan is based? (For example, have you conferred with all the necessary persons regarding the ethical dimensions of planning for a battered wife's quest to secure secret shelter and the implications for her teen-aged children?)

5. IMPLEMENT your plan, utilizing the most appropriate practice skills and competencies. How will you make use of core social work skills such as sensitive communication, skillful negotiation, and cultural competence? (For example, skillful colleague or supervisory communication and negotiation may enable an impaired colleague to see her/his impact on clients and to take appropriate action.)

6. REFLECT on the outcome of this ethical decision making process. How would you evaluate the consequences of this process for those involved: Client(s), professional(s), and agency (ies)? (Increasingly, professionals have begun to seek support, further professional training, and consultation through the development of Ethics review Committees or Ethics Consultation processes.)

References:

Mattison, M. (2000). Ethical decision making: the person in the process. *Social Work*, 45, 201- 212.

Reamer, F. & Conrad, A.P (1995). NASW: Essential Steps for ethical problem-solving. In *Professional Choices: Ethics at Work* (Video). NASW Press.

NASW Code of Ethics

2. Outline for Multi-Dimensional Assessment (SWRK 224) [EPAS 2.1.3, PB 1; EPAS 2.1.10 (b), PB 1]

Following the outline below, complete TWO multi-dimensional assessments for clients/consumers you are working with in your field placement agency this semester. The assessments may vary in their purpose based on your field placement agency. Three general formats are provided here: Multi-Dimensional Assessment, P-I-E, and Structured Decision Making (SDM). For the diagnostic formulation, use the formats and descriptions for DSM-5, Mental Status Exam (MSE), and Person-In- Environment (P-I-E) that are included in SWRK 224 and the MSW 2 Field Manual. Utilize either an agency assessment form or the sample assessment form included in the MSW 2 Field Manual and on the DSWE website.

Review your assessments in supervision with your field instructor. This field assignment will help you with the formal oral and written case presentation in your SWRK 224 practice class.

A. Multidimensional Assessment

I. Identifying Information

A. Briefly describe the client/consumer – name, age, gender, ethnicity, and level of education, occupation, with whom client/consumer is living, relationship status, and spiritual identification.

II. Referral/Presenting Problem(s)/Concern(s)

A. Summarize how the client/consumer was referred to you.

B. What were the needs or problems the client/consumer came to you about? List in order of priority, and reframe each problem/concern in terms of an unmet need.

III. History of Presenting Problem(s)/Concern(s)

A. Summarize relevant historical information about the presenting problems(s)/concern(s).

IV. Current Functioning

A. Strengths, special talents, cultural and spiritual identities and strengths.

B. Educational

C. Occupational

D. Social

E. Emotional

F. Health, including any relevant medical history.

V. Family and Support System Information

A. Family in the household.

B. Extended family and/or support systems.

C. Summary of family interaction.

VI. Community Context

A. Home and neighborhood environment.

B. Describe the client/consumer's relationship(s) with community and other macro systems, such as schools, workplace, social welfare agencies and programs.

VII. Diagnostic Formulation

A. DSM-5 diagnosis.

B. Mental Status Exam.

C. Person-In-Environment (P-I-E) description.

Outline of Mental Status Exam for Multi-Dimensional Assessments (SWRK 224)

The Mental Status Exam, or MSE, is a way of organizing and documenting information about the mental state of a client/consumer based on guidelines established by medical schools in the United States. The MSE includes the following categories (Cooper and Lesser, 2015, p. 50-51):

1. Appearance – Is the client well-groomed or disheveled? Is manner of dress appropriate? Is presentation appropriate, flamboyant, or bizarre?
2. Attitude – Is the client cooperative? Guarded? Suspicious? Aggressive or belligerent?
3. Motor Activity – Is the client calm or agitated? Are tremors, tics or muscle spasms present? Hyperactive?
4. Affect – This refers to the client's tone. Is it appropriate to and congruent with the conversation? Is affect flat, blunted, apathetic, labile, expansive or constricted?
5. Mood – Depressed or anxious? Variability?
6. Speech – Is tone of voice loud or soft, whiny or high pitched? Are there unusual characteristics of the speech? Rapid, pressured?
7. Thought Processes – Do thoughts flow logically? Are the thoughts organized or disorganized? Is the client coherent? Are there perseverations, thought blocking or loose associations?
8. Thought Content – Are hallucinations or delusions present? Is the content of thoughts grandiose, bizarre, circumstantial or tangential?
9. Perception – Is view of reality accurate or are there distortions in thinking?
10. Orientation – Is client oriented to person, place and time? How is memory for recent and past events? How is concentration level and attention span?
11. Cognitive Function – What is the client's general fund of knowledge? Is it intact? (ask client to count backwards serially by 7's).
12. Abstraction – Is the client an abstract or concrete thinker?

13. Judgment – Are there any disturbances in judgment? Does the client understand the consequences of his/her behavior, and to what extent?

14. Insight - Does the client have insight into his/her difficulties? Is the insight intellectual, emotional, or both?

Cooper, M. G. & Lesser, J.G. (2015). Clinical Social Work Practice. (5th Ed) Boston: Pearson

Additional resources for using the MSE or shortened version, Mini-Mental State Exam, can be found at:

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_FILE&RevisionSelectionMethod=LatestReleased&noSaveAs=1&Rendition=Primary&allowInterrupt=1&dDocName=dhs16_159601

OR http://www.testandcalc.com/richard/resources/Teaching_Resource_Mental_Status_Examination.pdf

Outline for DSM-5 Diagnosis (SWRK 224)

The Diagnostic Manual of Mental Disorders, 5th edition (American Psychiatric Association, 2013) contains criteria for diagnosis using a multi-dimensional diagnostic approach. The DSM-5 classification system is based on the medical model and is symptom driven. Many social workers object to its use because of its lack of fit with a strengths perspective. Nevertheless, it is important for professional practice to understand this diagnostic classification system and to be able to communicate with other professionals using its terminology. Please refer to the DSM-5 for specific descriptions of disorders and their corresponding codes.

B. Outline for Person-In-Environment Classification (SWRK 224)

Factor I: Social Functioning Problems

A. Social role in which each problem is identified

- a. Family (parent, spouse, child, sibling, significant other)
- b. Other interpersonal (lover, friend, neighborhood, other)
- c. Occupational (worker/paid, worker/home, worker/volunteer, student, other)

B. Type of problem in social role

- a. Power
- b. Ambivalence
- c. Responsibility
- d. Dependency
- e. Loss
- f. Isolation
- g. Victimization
- h. Mixed
- i. Other

C. Severity of problem

- a. No problem
- b. Low severity

- c. Moderate severity
- d. High severity
- e. Very high severity

D. Catastrophic Duration of problem

- a. More than 5 years
- b. 1-5 years
- c. 6 month to one year
- d. 2-4 weeks
- e. 2 weeks or less

E. Ability of client to cope with problem

- a. Outstanding coping skills
- b. Above average
- c. Adequate
- d. Somewhat inadequate
- e. Inadequate
- f. No coping skills

Factor II: Environmental Problems

A. Social system where problem is identified

- a. Economic/basic needs
- b. Education/training
- c. Judicial/legal
- d. Health, safety, social services
- e. Voluntary association

f. Affectional support

B. Specific type of problem within each social system

C. Severity of problem

D. Duration of problem

Factor III: Mental Health Problem

A. Clinical syndromes

B. Personality and developmental disorders

Factor IV: Physical Health Problem

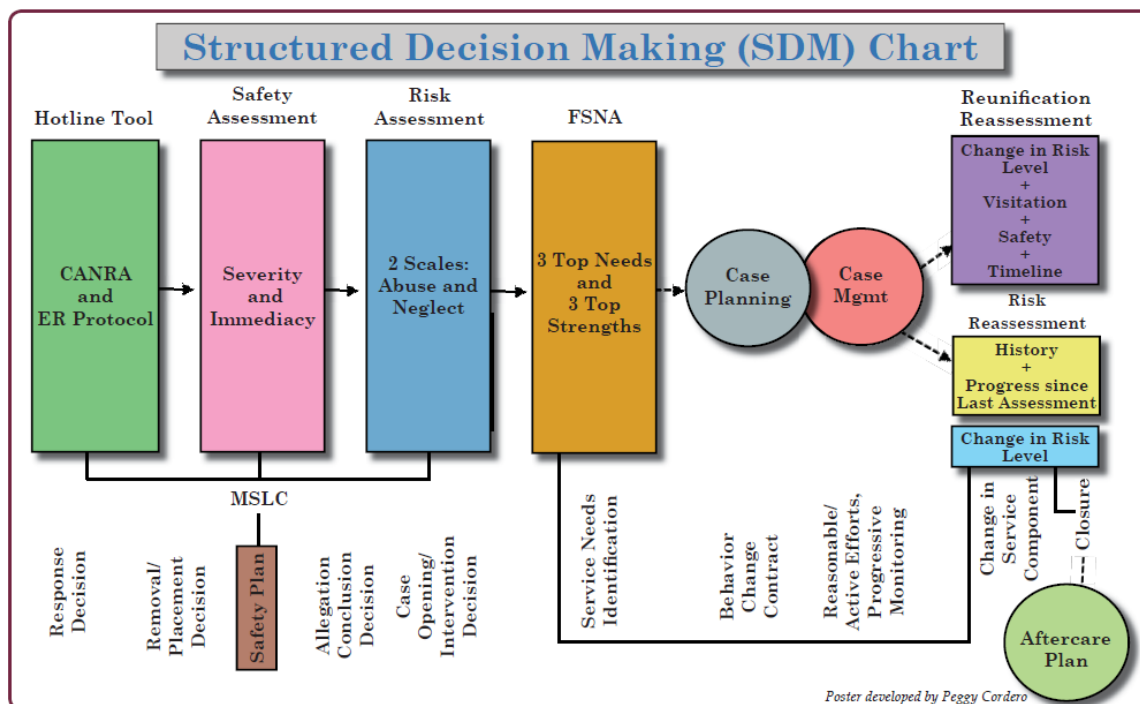
A. Disease diagnosed by a physician

B. Other health problem reported by client and others

Reference:

Karls, J.M. & Wandrei, K.W. (Eds.) (1994). Person-in-environment system: The PIE classification system for social functioning problems. Washington, D.C.: National Association of Social Workers.

C. Structured Decision Making:



3. Individual Service Planning

Individual service planning is based on assessment, goal setting, and treatment planning.

Service planning includes consideration of the following:

- Problems
- Problems Expressed as Needs
- Goals (General
- Objectives (Measures ways to achieve goals; should be several objectives for each goal)
- Strengths and resources
- Special considerations (cultural, spiritual, other)
- Interventions for each objective
- Responsibility of client, social worker, all others for carrying out each objective
- Evaluation- how each goal and related objective will
- Follow-up

4. Observation of an Administrative Meeting (SWRK 246) [EPAS 2.1.9, PB 2]

Attend a Board of Directors meeting or other decision-making, administrative meeting at your field placement agency. Prepare for the meeting by obtaining the agenda, reading minutes from the prior meeting, etc. Use the following questions as a guideline for your observation and analysis of the meeting. In supervision with your field instructor, discuss your observations regarding budget, personnel, decision-making and external relations.

1. What sources of power and influence does the board as a whole possess?
2. How were decisions made during the meeting?
3. In what way did these decisions pertain to organizational mission, goals, services, structure, policies, funding, or people served by the organization?
4. Does the group appear to operate by consensus or conflict? Why?
5. Who were the people who appeared most able to influence decisions?
6. Do board members appear to function as a cohesive team? Please explain.
7. What was the role of the executive director or lead staff person (for example, the city manager or county administrative officer during the meeting)?
8. What provisions, if any, were made to allow for input from staff members, service consumers, or the general public? If there is an established process (seats for consumers, or public testimony at government hearings) does it appear to be sufficient for soliciting input from a diverse group of people?

5. Organizational Assessment (SWRK 246) [EPAS 2.1.5, PB 1; 2.1.9, PB 1]

Conduct a brief assessment of your field placement agency as an organization using the questions in Part I as a guideline.

You may also want to consider information regarding the Five Dysfunctions of a Team (Lencioni, 2012) which can be found at the DSWE website under Field Material for Students.

Identify an organizational challenge, problem, need or change opportunity that emerges as a result of your assessment. Provide a summary of the identified problem/issue in Part II.

Discuss your findings in supervision.

I. Organizational Assessment

Sources of information for this assignment include: field instructor, agency director, other staff members, policy manuals, grant proposals, or state and federal legislation and policies.

1. Mission: What are the organization's primary purpose and its goals?
2. Funding: How does the organization obtain funds, what are its major funding sources, and what procedures are used by the organization to set its annual budget?
3. Policy Parameters: How do government regulations and policies affect a social worker's discretion and autonomy in implementing policies and serving clients?
4. Program Planning: What steps are taken, if any, to make sure that services are culturally competent? What impact does this have on service delivery?
5. Decision-Making: What people in the organization make decisions about policies, how funding is used, and how services are offered? What procedures, if any, are used to involve staff members and clients in decision-making?
6. Leadership: What actions does management take to promote collaboration and team building among organization staff? How effective are these practices and how do they affect service delivery?
7. Staff Development: How would you assess job satisfaction in this organization? What actions does management use to improve worker satisfaction? What additional steps could be taken?
8. Public Relations: How does the organization manage its external environment? For example, how does the organization collaborate or network with other groups or organizations? How does it inform others about the organization? Are there groups in the community that compete with the organization for money, clients, or other

resources? If so, what are they? What does the organization do to remain competitive?

9. Evaluation of Outcomes: How does the organization determine whether or not it is doing a good job? Describe any procedures or methods used to assess staff performance or evaluate programs
10. Challenges: What do participants see as the biggest challenge or problem facing this agency? Are there ethical implications inherent in these challenges or problems?

II. Summary of Identified Organizational Problem/Challenge/Issue

Provide a brief summary of the organizational issue identified as a result of your assessment of the field placement agency.

6. Organizational Planning: Identifying Challenges, Setting Goals, and Developing Evaluation Criteria (SWRK 246) [EPAS 2.1.9, PB 2]

Develop a plan for an organization to use that will improve service delivery, increase the motivation or skills of staff members, help the organization adapt to demands of its external environment, or develop capacity in a specific field of practice, program, or skill. This plan should be related to information that you gathered in the Field Assignment: Organizational Assessment. You should also consult with your field instructor, faculty field liaison, and other key people in your organization in order to identify how the information gathered or plan you develop can be used to assist the organization. Types of plans can include, but are not limited to, funding proposals, program design, cultural competency plans, performance evaluation, and staff training, fundraising, or marketing plans.

Present a written copy of your plan for review in supervision with your field instructor. Plans should include the following items:

- Statement of a problem or issue that should be addressed by the organization. You are encouraged to use the problem or issue identified in your organizational assessment.
- A list of goals and objectives. Remember that objectives should be measurable and time- limited.
- A budget for the proposed program or activity. Review the current budget of your agency in terms of its salary and fringe benefit structure and current expenditures in order to get a sense of what actual costs would be.
- Potential funding sources.
- A time-line that lists major program activities.

- Specific evaluation criteria and an evaluation plan

7. Group Work Guidelines for Field Internship (SWRK 225)

Address the following 3 group practice guidelines in your field practice:

1. Identify the four systemic properties of groups in relation to your group:
 1. Purpose
 2. Structure
 3. Function
 4. Process
2. Identify the beginning, middle and end stage dynamics and tasks of group practice.
3. Identify the type of group work (i.e., Task or Treatment?) that you are engaged in and the goals of that group that designate it as a Task or Treatment group.

SWRK 283 Field Assignment

1. Multi Dimensional Assessment with Families (SWRK 227)

Complete a minimum of two multi dimensional assessments **with families whom you are working in field placement** utilizing the following tools: an intergenerational genogram; an ecomap; and a family time line. Information and related resources for each tool are listed below. Additional information is also available in the course materials for SWRK 227, Advanced Social Work Practice with Couples/Families. Review your assessments in supervision with your field instructor.

Intergenerational Genogram

The intergenerational family genogram is a graphic presentation of at least three generations of a client family that provides a visual summary of assessment information. There are three aspects of constructing a family genogram. First, the family structure is mapped using the standard symbols pictured on the next page. Second, family information is recorded on the map. Third, family relationships and patterns of interaction are represented by using the relevant symbols. Be sure to identify the names of all family members across three generations and include dates of significant events such as births, deaths, marriages, divorces, adoptions, immigrations, etc.

The following links may be useful in the construction of your genogram;

1. Constructing a Genogram, Ecomap or Sociogram on
2. Microsoft Word or Excel: <https://www.template.net/business/word-templates/5-best-genogram-templates/>
3. Basic Genogram Components: <http://www.genopro.com/genograms/symbols/>

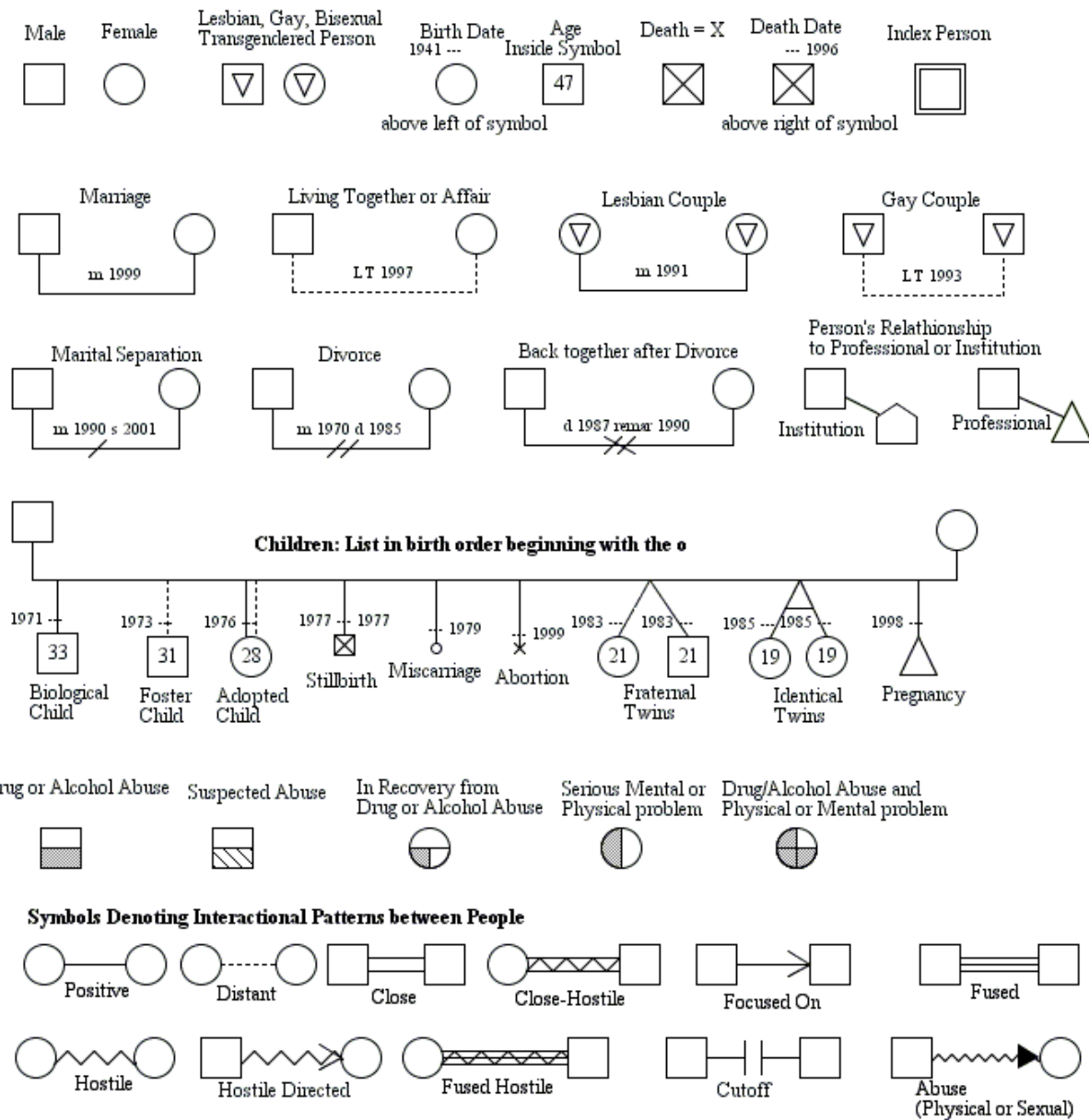
Family Ecomap

The family ecomap provides a visual representation of the systems that interact with the family as well as the balance between the demands and resources of the family. The family is represented by a large circle in the center of the page. A simple genogram can be drawn within this circle to represent the immediate family members. Smaller circles are drawn around the family to represent the various systems that are part of the family environment: school; work; church; extended family; friends; community; recreation; health care, etc. The lines drawn between the family and each system follow the same standard symbols for interaction patterns in genograms pictured on the next page.

Family Timeline

The family timeline is another assessment tool that depicts the history of significant family events over three generations. The timeline begins with the birth of the first generation and notes the year and event for all significant nodal events over three generations.

Standard Symbols for Genograms



The Standard Symbols for genogram pictured above were retrieved from:

<http://courses.wcupa.edu/ttreadwe/courses/02courses/standardsymbols.htm>

2. Community Needs Assessment (SWRK 247) [EPAS 2.1.8, PB 1]

Conduct an analysis of community needs and/or assets in your field placement agency. "Community" can include a neighborhood, people who receive services from an individual organization or group of agencies, a specific demographic group (i.e., children, the elderly, Hmong immigrants), or a group of people who identify themselves as belonging to a community or who experience common problems.

Gather information from at least three sources. Use the following assessment areas as a guideline. Discuss your findings in supervision with your field instructor.

1. Define the community your field placement agency serves (location, geographic boundaries, and target population).
2. Gather statistical data (economic, demographic, education; other indicators of community needs) about the community. Use at least one Internet data source (i.e., Census data or reports posted on the Web from advocacy groups or government agencies). Other sources can include agency publications or caseload records, and information obtained from published reports.
3. Assess the diversity or lack of diversity in the community.
4. Identify community problems that emerge from the assessment of the areas above.
5. Describe actions that your agency, other community agencies, institutions, and local government are taking to address these problems.
6. Identify service networks and/or alliances among agencies and consumer groups that could be used to address the problem.
7. What in your opinion should be the outcome of any social change/social justice effort in this community? What groups should the social change process empower? Use the data you've collected to justify your recommendation.

3. Community Intervention and Evaluation (SWRK 247)

Starting with the community problem you identified in your community needs assessment, identify one model of community practice to apply to the problem. Develop a written action plan that includes the following components. Discuss this plan in supervision with your field instructor.

1. Propose a solution for a problem identified in your community assessment. (Note: make sure that you discuss your perceptions of community needs and proposed solutions with your field instructor).

2. Identify the community organization model used to develop the plan (for example, social action, community development, social planning, feminist organizing, multicultural organizing, and the transformative model.)
3. Identify the strategies and tactics to be utilized. (They must be consistent with the model of practice identified in item #2).
4. Identify both the target system and the action system.
5. Identify the power resources associated with both the target system and the action system.
6. Identify action outcomes in terms of goals and objectives.
7. Specify a time-line for each action to be taken.
8. Identify the resources needed to carry out the plan (money, facilities, constituents, members, technical expertise, media, influential decision-makers, etc).
9. Identify the criteria for evaluating action outcomes and processes. At least one of the criteria must be related to empowerment, social justice, or cultural diversity/competence.

SECTION 7. Evaluations

Introduction

Evaluation is an integral component of the learning process that is expected to occur on an on-going basis throughout the internship. Evaluation of student performance is formalized in a written evaluation two times each semester.

The department utilizes a reciprocal student/agency/department evaluation and feedback system. We require evaluations of students by their field instructors, of agencies/field instructors by the students and faculty field liaison, and request evaluations of the faculty liaison by both students and field instructors. The latter are elicited using a variety of methods – convocations, written assessment, committees, etc. A mid- term and final evaluation of student performance in field are required each semester of internship.

Evaluations of Student Performance

Mid-semester and end of semester evaluation of student performance and learning represent a significant part of field instructed practice.

It is important that the field instructor distinguish between what a student knows and what a student can do. Furthermore, it is vital to communicate student achievement in a manner that shows both the strengths of a student and what a student needs to work on in the subsequent semester or following graduation. It is, of course, of utmost importance, that the field instructor remember that she/he is assisting the department in carrying out its function.

Agency field instructors evaluate the student's performance in field instructed practice using the evaluation forms of this manual which will be made available online through IPT . Both the mid- semester and final semester evaluation forms include all of the required assignments from the learning agreement. Thus, students are expected to complete all required assignments each semester as outlined in the learning agreement. Evaluations will be based on student performance in the completion of these assignments.

In the event of a serious performance problem, problem solving procedures must be used as outlined in Section 4 and Section 5. Written documentation is required, including a Corrective Action Plan, and should reflect situations where concern exists in relation to a student's performance. Concern here means "in jeopardy of receiving an unsatisfactory evaluation." Should this situation arise, ongoing monitoring will occur through daily and weekly supervision meetings, and phone contact as necessary between faculty field liaison and the student and/or the field instructor.

Guidelines for Evaluation of MSW Student Performance in Field

Evaluations of student performance in field is required at the mid-term and end of each semester. Completion for a fair, balanced and meaningful evaluation is an important aspect of the field instructor and agency supervision role. The following guidelines are provided to support you in carrying out your evaluation role in the professional socialization and training of the intern(s) you supervise.

Mid-Term Evaluations

1. All assignments in the learning agreement are required to be completed and evaluated by the end of the semester.
2. The mid-term is a check-in regarding learning progress at the mid-point of the semester. All assignments are not expected to be completed.
3. The code **NA** is for **Not Addressed** and is to be used for any learning agreement assignment that has not started yet. Be sure to explain in the comments section of the evaluation when any assignments marked NA will be addressed.
4. The code NI is for Needs Improvement. Please support any rating of NI with detailed comments in the narrative section of the evaluation. The faculty liaison will initiate a correction action plan to address performance concerns.

Final Semester Evaluations

1. Evaluations of performance at the end of the semester is rated on a scale of 1-5.
2. The expectation for evaluation is that an MSW student who is performing as expected is rated as a 3, Satisfactory.
3. Please use the following descriptions for evaluation and be cautious of the “halo effect” (performance is excellent in all areas) and “leniency bias” (being lenient or easygoing in evaluation.)

MSW2- SWRK 282 Final Evaluation

- 1 **Unsatisfactory**, unable to complete the activity at a minimal level
- 2 **Below Average**, marginally satisfactory performance requiring direction more typical of a beginning MSW student
- 3 **Satisfactory**, performance and need for direction consistent with second year MSW student knowledge and skills
- 4 **Above Average**, performance demonstrates above average integration of concepts and skills and requires minimal direction
- 5 **Exemplary**, performance demonstrates advanced integration of concepts and skills and independence in performance of learning activities

For more information please review the Ten Strategies for Effective Evaluation of Student Performance provided by the department.

SWRK 282 (Fall) Mid-Term Evaluation of Student Performance



Social Work Education

SWRK 282 Advanced Field Instructed Practice I Mid-Term Evaluation of Student Performance

Student Name:

Date

Agency:

Field Instructor:

Faculty Liaison:

Number of Hours Completed: _____ (Should be 150 hours)

Please evaluate the student's learning progress on the following required learning activities for this semester using the right-hand column to note:

COM Completion (with date)

SP Satisfactory Progress

NI Needs Improvement

Note: Please comment further in the narrative section. Any NI rating requires a **Corrective Action Plan**. Significant problems in performance could result in a recommendation of No Credit.

NA Not Addressed. Please include in the narrative section what plans have been made to address any activities noted as NA at mid-term.

Note: All activities listed are part of the learning agreement and are expected to be addressed during this semester.

Professional Development	Evaluation of
1. Participate actively and responsibly in weekly supervision by taking primary responsibility for developing agenda for supervision. [EPAS 2.1.1, PB 1]	
2. Demonstrate awareness of one's professional strengths and weaknesses through self evaluation and ability to accept constructive criticism. Develop a plan with supervisor to address them. [EPAS 2.1.1, PB 2]	
3. Articulate one's own theoretical framework for practice in the context of a formal case presentation or written summary. [EPAS 2.1.7, PB 1]	
4. Identify and attend 2 professional development activities.	
5. Attend a professional organization meeting (i.e. NASW) and an activity in civic participation (i.e. Board of Supervisors meeting).	
6. Identify ongoing ethical dilemmas in your agency practice. Present a summary of the situation and engage in a critical analysis and a plan for resolution using an ethical decision-making model. [EPAS 2.1.2, PB 1]	
7. Other Activities/Assignments:	

Multi Systems Social Work Practice	Evaluation of Progress
1. Complete a minimum of 2 multi-dimensional, multi-systemic assessments with individuals and include use of DSM-5, mental status exam, and/or P-I-E. [EPAS 2.1.3, PB 1; EPAS 2.1.10 (b) PB 1]	
2. Complete the assessment of group members to form a task group and an intervention group.	
3. Conduct an organizational assessment of your field placement agency to identify an organizational challenge, problem, need or change opportunity. Discuss your assessment of the identified issue in supervision utilizing guidelines from SWRK 246. [EPAS 2.1.5, PB 1; EPAS 2.1.9, PB 1]	
4. Participate in the mutual development of goals and service planning at the individual, group and organizational level. [EPAS 2.1.10(a) PB 2]	
5. Provide advanced social work services to a minimum of 3 individuals, at least one of whom is culturally different from self. Specify in supervision a supporting theoretical framework for practice with each individual. [EPAS 2.1.4, PB 2]	
6. Plan and conduct one intervention group utilizing guidelines from SWRK 225.	
7. Plan and conduct one task group utilizing guidelines from SWRK 225.	
8. Complete 2 process recordings to evaluate advanced practice skills and ability to effectively respond to verbal and non-verbal barriers.	
9. Demonstrate skills in a minimum of 3 of the following advanced social work practice approaches: complex case management, solution-focused, ethnographic, narrative, group facilitation, constructive group decision- making, policy development, program design, and organizational analysis. Document/monitor through observed practice, written summaries and agency presentations/consultations. [EPAS 2.1.10 (c), PB 1 & 2]	
10. Attend a Board of Directors meeting or other administrative meeting for your internship agency. Discuss in supervision your observations regarding budget, personnel, decision-making and external relations. [EPAS 2.1.9, PB 2]	
11. Other activities/assignments.	

Evaluation of Practice	Evaluation of Progress
1. Select and apply an appropriate research methodology (e.g., single subject design, goal attainment scaling) to evaluate the effectiveness of a specific intervention on an individual's progress. EPAS 2.1.6, PB 1; EPAS 2.1.10 (d), PB 1]	
2. Select and apply an appropriate research methodology to evaluate the effectiveness of a task group and/or a social/treatment group. [EPAS 2.1.6, PB 2]	
3. Select and apply an appropriate research methodology to evaluate the effectiveness of a specific intervention with an organization or of an organizational process	
4. Other Activities/Assignments:	

1. Briefly describe the student's progress to date.

2. If the student is short on hours, what plans have been made to address the shortage?

3. If the student is short on hours, what plans have been made to address the shortage?

4. Please describe any areas of concern in regard to the student's performance and/or the availability of required learning assignments.

5. Additional Comments

- Read and Agree
- Read and Accept with Reservations
- Read and Disagree

Student Signature	Date
Field Instructor Signature	Date
Faculty Liaison Signature	Date
Field Coordinator Signature	Date

SWRK 282 (Fall) Final Semester Evaluation of Student Performance



Social Work Education

SWRK 282 Field Instructed Practice I Fall Semester Evaluation of Student Performance

Date

Student Name

Agency

Field Instructor

Faculty Liaison

Number of Hours Completed: *(300 Hours required for Credit)*

Instructions: Using the following scale, please write the number that best describes the student's performance in completing the required and additional activities outlined in the SWRK 282 Learning Agreement. Your general frame of reference is performance of a second-year, advanced level MSW student.

Important Notes:

MSW Students are required to perform at a satisfactory or above level in 14 or more of the activities evaluated (80%).

Please provide specific comments to justify all ratings below Satisfactory.

Four (4) or more ratings of Below Average and/or Unsatisfactory (below 80% satisfactory performance) may result in a grade of No Credit.

- 1 **Unsatisfactory**, unable to complete the activity at a minimal level
- 2 **Below Average**, marginally satisfactory performance requiring direction more typical of a beginning MSW student
- 3 **Satisfactory**, performance and need for direction consistent with second year MSW student knowledge and skills
- 4 **Above Average**, performance demonstrates above average integration of concepts and skills and requires minimal direction
- 5 **Exemplary**, performance demonstrates advanced integration of concepts and skills and independence in performance of learning activities

Professional Development	1	2	3	4	5
1. Participates actively and responsibly in weekly supervision by taking primary responsibility for developing agenda for supervision.					
<i>Comments:</i>					
2. Demonstrate awareness of one's professional strengths and weaknesses through self-evaluation and ability to accept constructive criticism. Develop a plan with supervisor to address them. [EPAS 2.1.1, PB 2]					
<i>Comments:</i>					
3. Articulate one's own theoretical framework for practice in the context of a formal case presentation or written summary. [EPAS 2.1.7, PB 1]					
<i>Comments:</i>					
4. Identify and attend 2 professional development activities.					
<i>Comments:</i>					
5. Attend a professional organization meeting (i.e. NASW) and an activity in civic participation (i.e. Board of Supervisors meeting).					
<i>Comments:</i>					

Professional Development continued...	1	2	3	4	5
6. Identify ongoing ethical dilemmas in your agency practice. Present a summary of the situation and engage in a critical analysis and a plan for resolution using an ethical decision- making model. [EPAS 2.1.2, PB 1]					
<i>Comments:</i>					
7. Other Activities/Assignments (please specify activity).					
<i>Comments:</i>					
Multi Systems Social Work Practice	1	2	3	4	5
1. Complete a minimum of 2 multi-dimensional, multi-systemic assessments with individuals and include use of DSM IV TR, mental status exam, and/or P-I-E. [EPAS 2.1.3, PB 1; EPAS 2.1.10 (b), PB 1]					
<i>Comments:</i>					
2. Complete the assessment of group members to form a task group and an intervention group.					
<i>Comments:</i>					
3. Conduct an organizational assessment of your field placement agency to identify an organizational challenge, problem, need or change opportunity. Discuss your assessment of the identified issue in supervision utilizing guidelines from SWRK 246. [EPAS 2.1.5, PB 1; EPAS 2.1.9, PB 1]					
<i>Comments:</i>					

Multi Systems Social Work Practice continued...	1	2	3	4	5
4. Participate in the mutual development of goals and service planning at the individual, group and organizational level. [EPAS 2.1.10(a), PB 2]					
<i>Comments:</i>					
5. Provide advanced social work services to a minimum of 3 individuals, at least one of whom is culturally different from self. Specify in supervision a supporting theoretical framework for practice with each individual. [EPAS 2.1.4, PB 2]					
<i>Comments:</i>					
6. Plan and conduct one intervention group utilizing guidelines from SWRK 225.					
<i>Comments:</i>					
7. Plan and conduct one task group utilizing guidelines from SWRK 225.					
<i>Comments:</i>					
8. Complete 2 process recordings to evaluate advanced practice skills and ability to effectively respond to verbal and non-verbal barriers.					
<i>Comments:</i>					

Multi Systems Social Work Practice continued...	1	2	3	4	5
9. Demonstrate skills in a minimum of 3 of the following advanced social work practice approaches: complex case management, solution-focused, ethnographic, narrative, group facilitation, constructive group decision- making, policy development, program design, and organizational analysis. Document/monitor through observed practice, written summaries and agency presentations/consultations.					
<i>Comments:</i>					
10. Attend a Board of Directors meeting or other administrative meeting for your internship agency. Discuss in supervision your observations regarding budget, personnel, decision-making and external relations. [EPAS 2.1.9, PB 2]					
<i>Comments:</i>					
11. Other Activities: (please specify the activity)					
<i>Comments:</i>					
Evaluation of Practice	1	2	3	4	5
1. Select and apply an appropriate research methodology (e.g., single subject design, goal attainment scaling) to evaluate the effectiveness of a specific intervention on an individual's progress [EPAS 2.1.6, PB 1; EPAS 2.1.10 (d), PB 1]					
<i>Comments:</i>					

Evaluation of Practice continued	1	2	3	4	5
2. Select and apply an appropriate research methodology to evaluate the effectiveness of a task group and/or a social/treatment group. [EPAS 2.1.6, PB 2]					
<i>Comments:</i>					
3. Select and apply an appropriate research methodology to evaluate the effectiveness of a specific intervention with an organization or of an organizational process					
<i>Comments:</i>					
4. Other Activities: (please specify the activity					
<i>Comments:</i>					

Please provide specific comments on areas of strength in the student's performance.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree			
1	2	3	4	5			
Student Evaluation of Field Instructor			1	2	3	4	5
1. I am being assigned practice experience I need to complete assignments related to field placement.							
<i>Comments:</i>							
2. I meet with my Field Instructor for supervision for one hour each week.							
<i>Comments:</i>							
3. My field instructor discusses and resolves differences of opinion, value orientations and professional interventions with me in an open manner.							
<i>Comments:</i>							
4. My faculty liaison has met with me and is responsive to field placement needs, questions and concerns.							
<i>Comments:</i>							

Additional Comments:

Read and Agree

Read and Accept with Reservations

Read and Disagree

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

Field Coordinator Signature

Date

SWRK 283 (Spring) Mid-Term Evaluation of Student Performance



Social Work Education

SWRK 283 Advanced Field Instructed Practice II Mid-Term Evaluation of Student Performance

Student Name _____

Date _____

Agency _____

Field Instructor _____

Faculty Liaison _____

Number of Hours Completed: _____

(Should be 150 hours)

Please evaluate the student's learning progress on the following required learning activities for this semester using the right-hand column to note:

COM Completion (with date) (COM 00/00/00)

SP Satisfactory Progress

NI Needs Improvement

Note: Please comment further in the narrative section. Any NI rating requires a Corrective Action Plan. Significant problems in performance could result in a recommendation of No Credit.

NA Not Addressed. Please include in the narrative section what plans have been made to address any activities noted as NA at mid-term.

Note: All activities listed are part of the learning agreement and are expected to be addressed during this semester.

Professional Development	Evaluation of
1. Demonstrate integration of core social work values (diversity awareness/cultural competence, social justice, and empowerment), professional theoretical frameworks and use of professional self through analysis in oral presentation or written documentation reviewed in supervision and/or through presentation to staff.	
2. Prepare and present for discussion either in supervision or for formal consultation with other staff, an analysis of a complex ethical issue raised in one of your practice assignments. [EPAS	
3. Explore professional licensure and/or post-graduate certification/training through discussion with field work supervisor and/or participation in related training activities (i.e. attend "Job Readiness" workshop on licensure, explore the BBS website, etc.).	
4. Develop a post-graduate professional development plan.	

Professional Development	Evaluation of Progress
5. Identify and demonstrate affiliation with the social work professional network and community by joining one or more professional groups (i.e. NASW), participation on local, regional, or state boards, or community stakeholder groups.	
6. Other Activities/Assignments:	
Multi Systems Social Work Practice	Evaluation of Progress
1. Complete a minimum of 2 multi-dimensional, multi-systemic assessments with couples/families utilizing an intergenerational genogram, family eco-map and timeline informed by guidelines from SWRK 227.	
2. To complete assignment in SWRK 247, identify a need in the community served by the field placement agency. Conduct an assessment of the needs and/or assets by gathering information from 3 sources (staff, community residents, clients, government officials, and/or other stakeholders.)	
3. Participate in the mutual development of goals and measurable objectives for service/action planning at the couples/family and community level.	
4. Provide advanced social work services to a minimum of 3 individuals, at least one of whom is culturally different from self. Articulate in supervision a supporting theoretical framework for practice.	
5. Provide advanced social work services to a minimum of 2 couples/families utilizing a family-centered approach to practice.	
6. Identify one model of community practice and apply it to address an identified need in the community.	
7. Demonstrate skill and flexibility in assuming multiple practice roles (e.g., advocate, broker, case manager, community organizer, counselor/therapist, consultant, facilitator, mediator, policy analyst, policy developer, supervisor) in delivering social work services across systems, utilizing a global perspective. [EPAS 2.1.8, PB 2]	

Multi Systems Social Work Practice	Evaluation of Progress
<p>8. Complete 2 process recordings to evaluate progressive development of advanced practice skills (including accurate empathy, joining, power analysis, attending, focusing, responding, confronting, partializing, directing and reframing) and ability to manage barriers to intervention. [EPAS 2.1.10 (a), PB 1]</p>	
<p>9. Demonstrate skills in a minimum of 3 of the following advanced approaches: complex case management, family-centered and functional family practice, management of phases of community development, social action, social planning and transformative approaches to organizing communities. [EPAS 2.1.10 (a), PB 2]</p>	
<p>10. Complete at least one formal case summary, policy analysis / recommendation or program evaluation report for presentation (e.g., to constituents, community).</p>	
<p>11. Other Activities/Assignments:</p>	
Evaluation of Practice	Evaluation of Progress
<p>1. Select and apply an appropriate research methodology (e.g., single subject design, goal attainment scaling) to evaluate the effectiveness of a specific intervention on a family's progress. [EPAS 2.1.10(b), PB 2]</p>	
<p>2. Conduct a process or outcome evaluation of a community service offered by your agency. [EPAS 2.1.10 (d), PB 2]</p>	
<p>3. Other Activities/Assignments:</p>	

1. Briefly describe the student's progress to date.

2. If the student is short on hours, what plans have been made to address the shortage?

3. Please describe any areas of concern in regard to the student's performance and/or the availability of required learning assignments.

4. Additional Comments:

_____Read and Agree
_____Read and Accept with Reservations
_____Read and Disagree

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

Field Coordinator Signature

Date

SWRK 283 (Spring) Final Evaluation of Student Performance



Social Work Education

SWRK 283 Advanced Field Instructed Practice II Semester Evaluation of Student Performance

Student Name

Date

Agency

Field Instructor

Faculty Liaison

Number of Hours Completed:

(300 Hours required for Credit)

Instructions: Using the following scale, please write the number that best describes the student's performance in completing the required and additional activities outlined in the SWRK 283 Learning Agreement. Your general frame of reference

Important Notes:

MSW Students are required to perform at a satisfactory or above level in 14 or more of the activities evaluated (80%).

Please provide specific comments to justify all ratings below Satisfactory.

Three (3) or more ratings of Below Average and/or Unsatisfactory (below 80% satisfactory performance) may result in a grade of No Credit.

- 1 **Unsatisfactory**, unable to complete the activity at a minimal level
- 2 **Below Average**, marginally satisfactory performance requiring direction more typical of a beginning MSW student
- 3 **Satisfactory**, performance and need for direction consistent with second year MSW student knowledge and skills
- 4 **Above Average**, performance demonstrates above average integration of concepts and skills and requires minimal direction
- 5 **Exemplary**, performance demonstrates advanced integration of concepts and skills and independence in performance of learning activities

Professional Development	1	2	3	4	5
1. Demonstrate integration of core social work values (diversity awareness/cultural competence, social justice, and empowerment), professional theoretical frameworks and use of professional self through analysis in oral presentation or written documentation reviewed in supervision and/or through presentation to staff. [EPAS 2.1.1, PB 1; EPAS 2.1.4, PB 1]					
Comments:					

Professional Development continued...	1	2	3	4	5
2. Prepare and present for discussion either in supervision or for formal consultation with other staff, an analysis of a complex ethical issue raised in one of your practice assignments. [EPAS 2.1.2, PB 2]					
<i>Comments:</i>					
3. Explore professional licensure and/or post-graduate certification/training through discussion with field work supervisor and/or participation in related training activities (i.e. attend "Job Readiness" workshop on licensure, explore the BBS website, etc.).					
<i>Comments:</i>					
4. Develop a post-graduate professional development plan.					
<i>Comments:</i>					
5. Identify and demonstrate affiliation with the social work professional network and community by joining one or more professional groups (i.e. NASW), participation on local, regional, or state boards, or community stakeholder groups.					
<i>Comments:</i>					
6. Other Activities/Assignments (please specify activity).					
<i>Comments:</i>					

Multi Systems Social Work Practice	1	2	3	4	5
1. Complete a minimum of 2 multidimensional multi-systemic assessments with couples/families utilizing an intergenerational genogram, family eco-map and timeline informed by guidelines from SWRK 227.					
<i>Comments:</i>					
2. To complete assignment in SWRK 247, identify a need in the community served by the field placement agency. Conduct an assessment of the needs and/or assets by gathering information from 3 sources (staff, community residents, clients, government officials, and/or other stakeholders.) [EPAS 2.1.8, PB 1]					
<i>Comments:</i>					
3. Participate in the mutual development of goals and measurable objectives for service/action planning at the couples/family and community level.					
<i>Comments:</i>					
4. Provide advanced social work services to a minimum of 3 individuals, at least one of whom is culturally different from self. Articulate in supervision a supporting theoretical framework for practice.					
<i>Comments:</i>					

Multi Systems Social Work Practice continued...	1	2	3	4	5
5. Provide advanced social work services to a minimum of 2 couples/families utilizing a family-centered approach to practice.					
<i>Comments:</i>					
6. Identify one model of community practice and apply it to address an identified need in the community.					
<i>Comments:</i>					
7. Demonstrate skill and flexibility in assuming multiple practice roles (e.g., advocate, broker, case manager, community organizer, counselor/therapist, consultant, facilitator, mediator, policy analyst, policy developer, supervisor) in delivering social work services across systems, utilizing a global perspective. [EPAS 2.1.8, PB 2]					
<i>Comments:</i>					
8. Complete 2 process recordings to evaluate progressive development of advanced practice skills (including accurate empathy, joining, power analysis, attending, focusing, responding, confronting, partializing, directing and reframing) and ability to manage barriers to intervention. [EPAS 2.1.10 (a), PB 1]					
<i>Comments:</i>					

Multi Systems Social Work Practice continued...	1	2	3	4	5
9. Demonstrate skills in a minimum 3 of the following advanced approaches: complex case management, family-centered and functional family practice, management of phases of community development, social action, social planning and transformative approaches to organizing communities. [EPAS 2.1.5, PB 2]					
<i>Comments:</i>					
10. Complete at least one formal case summary, policy analysis/recommendation or program evaluation report for presentation (e.g., to constituents, community). [EPAS 2.1.3, PB 2]					
<i>Comments:</i>					
11. Other Activities: (please specify the activity)					
<i>Comments:</i>					
Evaluation of Practice	1	2	3	4	5
1. Select and apply an appropriate research methodology (e.g., single subject design, goal attainment scaling) to evaluate the effectiveness of a specific interventions on a family's progress. [EPAS 2.1.10(b), PB 2]					
<i>Comments:</i>					

Evaluation of Practice continued...	1	2	3	4	5
2. Conduct a process or outcome evaluation of a community service offered by your agency. [EPAS 2.1.10 (d), PB 2]					
Comments:					
2. Other Activities (please specify the activity):					
Comments:					

Please provide specific comments on areas of strength in the student's performance.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Student Evaluation of Field Instructor	1	2	3	4	5
1. I am being assigned practice experience I need to complete assignments related to field placement.					
<i>Comments:</i>					
2. I meet with my Field Instructor for supervision for one hour each week.					
<i>Comments:</i>					
3. My field instructor discusses and resolves differences of opinion, value orientations and professional interventions with me in an open manner.					
<i>Comments:</i>					
4. My faculty liaison has met with me and is responsive to field placement needs, questions and concerns.					
<i>Comments:</i>					

Additional Comments:

Read and Agree

Read and Accept with Reservations

Read and Disagree

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

Field Coordinator Signature

Date

Agency Evaluation

Another aspect of the reciprocal student/agency/school evaluation and feedback system is the field instructor/agency evaluation. Both the field instructor and agency will be evaluated each year by the student and, where necessary, the faculty liaison. The Field Coordinator will use the evaluation data to assess the appropriateness of continued use of the setting. In the case of significant concerns, problem-solving will be used to bring the setting into required standards. If this is not successful, the Department of Social Work Education will decline to use the agency or field instructor in question.

Evaluation of Field

The final aspect of the reciprocal evaluation and feedback process is the field instructor evaluations of the department practicum program and the performance of the faculty liaison and Field Coordinator. Evaluation information is gathered through site visits, trainings, and ongoing communication with students, field instructors and agency administrators.

Corrective Action Plan

If a student demonstrates significant performance issues in any aspect of field instructed practice, a corrective action plan will need to be developed. The purpose of the plan is to provide clear documentation of performance expectations and a specific timeframe for improvement. **With the exception of acts of gross misconduct delineated in Section 4, this documentation is required to afford students their right to due process.**

A corrective action plan can be initiated by the student, the field instructor, and/or the faculty liaison in the event of significant performance issues in field placement. The following situations require a corrective action plan:

1. Any rating of NI, Needs Improvement, on the mid-semester evaluation.
2. Performance below satisfactory in more than 20% of the areas outlined in the learning agreement.

The **faculty liaison** is responsible for developing the corrective action plan in consultation with the student, the field instructor, and the Field Coordinator. The plan will be written using the template located in [Section 9](#) as well as on the department website. Once the plan is completed, it will be signed by all parties and monitored by the faculty liaison.

Grading Policies for Field Instructed Practice

SWRK 282 and SWRK 283 are graded on a Credit/No Credit basis. In order to receive a credit grade, students must complete the required hours, complete all required assignments, demonstrate performance at a satisfactory or above level in a minimum of 80% of the performance areas, and submit completed evaluations in a timely manner to the faculty liaison.

Failure to complete any of the above requirements for SWRK 280 or 281 will result in one of the following:

1. A grade of Report in Progress (RP) if hours, assignments and/or evaluations are not completed and/or submitted to the faculty liaison in a timely manner. Two-thirds of the coursework and hours must be satisfactorily completed.
2. A grade of No Credit (NC) if student performance is unsatisfactory in more than 20% of the performance areas and/or the hour requirements of the course have not been met.

SECTION 8- General Information

Sequence of Courses for the M.S.W Degree Program

Graduate Curriculum: Foundation Year (Full Time)

Foundation Year – First Semester

SWRK 200 Social Welfare Policy I (3)
SWRK 212 Human Behavior in the Social Environment (3)
SWRK 220 Social Work Practice I (4)
SWRK 260 Quantitative Research (3)
SWRK 280 Foundation Field (2)

15 Units

Foundation Year – Second Semester

SWRK 203 Social Welfare Policy II (3)
SWRK 213 HBSE: Cultural Diversity and Oppression (3)
SWRK 221 Social Work Practice II (4)
SWRK 261 Qualitative Research (3)
SWRK 281 Foundation Field (2)

15 Units

Graduate Curriculum: Advanced Year (Full Time)

Advanced Year- First Semester

SWRK 224 Advanced Practice Individuals (3)
SWRK 225 Advanced Practice with Groups (3)
SWRK 246 Advanced Practice with Formal Organizations (2)
SWRK 282 Advanced Field (3)
Elective (3)
SWRK 292 Seminar in Thesis/Project (2)

16 Units

Advanced Year – Second Semester

SWRK 227 Advanced Social Work Practice with Couples and Families (3)
SWRK 247 Advanced Practice with Communities (3)
SWRK 283 Advanced Field (3)
Elective (3)
SWRK 298 Project/SWRK 299 Thesis (2/2)

14 Units

CSUF Policy on Academic Adjustments for Students with Disabilities

California State University

SERVICES FOR STUDENTS WITH DISABILITIES (559) 278-2811

Revised 2006, Updated July 2011

SERVICES AND ACCOMMODATION POLICIES AND PROCEDURES

The Services for Students with Disabilities (SSD) Program provides academic accommodations to regularly enrolled California State University, Fresno students in accordance with the Rehabilitation Act of 1973, the Americans with Disabilities Act and the California State University Policy for the Provision of Accommodations and Support Services to Students with Disabilities. The student must provide SSD with current written verification of disability from a professional who is qualified to determine the physical, perceptual or learning disability and the need for an academic accommodation.

In order for the campus and SSD to provide academic accommodations, the student must initiate the request personally with SSD. Any disability-related need that requires the assistance of the professor must be made known to the professor each semester. The professor is not expected to assume or remember the need for accommodations from semester to semester.

INITIATING SERVICES

1. Students who desire academic accommodations provided by SSD must: complete an initial interview, in person, with the Disability Management Specialist (DMS), or the SSD Director; provide appropriate verification of disability; and, if appropriate, participate in additional assessment.
2. Students who are concerned about the presence of learning disabilities (LD) will first make an appointment to meet with a Disability Management Specialist. A brief pre-screening will be completed and the student may be asked to complete a more detailed initial assessment packet and return it to SSD. During an appointment, set up 2-3 days later, a determination will be made regarding the appropriateness of a referral for further assessment. If such a referral is made, a psycho-educational report will be sent to SSD approximately two weeks after testing has been completed. If learning disabilities have been identified, another appointment will be made to complete the process of determining appropriate academic accommodations.
3. All disability verification forms and processes must be completed prior to receiving services from SSD.
4. An Individual Accommodation Plan, IAP, based on the professional verification of disability(s) and Federal and State mandates, will be established with the Disability Management Specialist or the Director and approved by the student in writing. Once the IAP is approved, the accommodation services will be available.
5. To activate requests for classroom accommodations (e.g., notetaking, tape recording, testing, textbooks in alternate format, sign language interpreters, real time captionists, FM device (assistive listening system), students must fill out and turn in a "Schedule Form & Request for Professor Letters" at the SSD front reception desk. On this form, the student lists course information and indicates their request for the appropriate approved accommodations for each course. This form is then used to initiate the preparation of a letter for each of the student's professors that indicates the appropriate accommodations to be provided for each course. It is very important that the student fill out this form completely and accurately to ensure that the professor letters are prepared correctly.

It takes 2-3 days for the professor letters to be prepared and approved by the student's Disability Management Specialist. It is the student's responsibility to check when the letters are ready and deliver them to each professor. SSD does not send the letters to the professors.

CAMPUS REGULATIONS AND ACCOMMODATIONS

1. All students who receive academic or other accommodations through SSD are expected to adhere to the Campus Code of Conduct as well as appropriate campus regulations, policies and deadlines.

ACCOMMODATION SERVICES

Authorizations for all accommodations must be approved by the disability management specialists or the program director.

Academic Advising

1. It is the student's responsibility to receive appropriate academic advising from the Office of Advising (for undergraduates), located on the 2nd floor of the Joyal Building, or their advisor in the department of their academic major.
2. If the student requests, after the student has made the selection of courses with their advisor, the Disability Management Specialist will review the choice of courses with the student to determine their appropriateness to the student's disability-related needs.

Assistive Devices and Equipment:

1. A variety of assistive devices and equipment are available in the SSD office, exam rooms, and in the student computer lab. Equipment includes FM listening systems, day lamps, CCTVs, magnification devices, adjustable height tables, manual wheel chair (emergency use only), wheelchair lapboard, adjustable design board, graphing calculator, and wide book holders. Other equipment may be available based on the referral from the DMS.

Many of these items are available for checkout. Equipment that is checked out must generally be returned on the specified day and in the same condition when checked out. Ask for assistance at the front desk.

New Student Lab Orientation & Individual Training

A primary purpose of lab orientation is to determine the assistive computer technology that would best meet the needs of the individual student and then offer instruction in the use of that technology.

Individual training in the use of Assistive Technology (AT) applications and equipment are arranged with the AT Coordinator by making an appointment at the front desk at least five (5) working days in advance. Please call the SSD office at: 559-278-2811 for an appointment.

AT Student Computer Lab Policies:

1. The SSD student computer lab is available only to students who are registered with California State University, Fresno and are enrolled in the Services for Students with Disabilities Program with an active accommodations plan authorizing use of the AT Student Computer Lab.
2. Students must present their Fresno State Campus ID card to the Lab Technician upon arrival for log-in tracking purposes. Lab Technicians are available to assist students in assistive computer programs applications, and specific equipment for AT software programs.

Legal and Ethical Issues

There are legal and ethical guidelines that must be followed in planning field placements for all social work students. These guidelines are in place to insure that agency assignments for field placement conform with federal and state laws, agency policies and the NASW Code of Ethics. There are two primary areas to consider: 1) Conflict of Interest, and 2) History of Felony and/or Misdemeanor Conviction(s). Refer to Section 4, Part C & D for further information.

Guidelines for the Use of Social Media by DSWE Students

Guidelines for the Use of Social Media by DSWE Students

As a student in the Department of Social Work Education at Fresno State, you are in the process of becoming either a beginning (BA) or advanced (MSW) level social worker professional. An important aspect of your professional development is your image and conduct. The technological and social media options available to us now are an important part of your professional presentation. It is important to understand the benefits and potential problems with social media use as you move forward in your social work career.

The NASW Code of Ethics and the Council on Social Work Education competencies provide guidance on professional conduct in terms of dual relationships, conflict of interest, informed consent, privacy and confidentiality, professional boundaries and other domains of professional behavior. Social work students and professionals are expected to conduct themselves in a professional manner and to practice within the legal, ethical and practice guidelines of the educational institution, the field placement agency, and/or the agency of employment. Clearly differentiating between your personal and professional self is an important aspect of your professionalism.

Here are some general guidelines to consider in your use of social media as a social work student.

PACE yourself by being:

- | | |
|-----------------------|--|
| Professional: | Follow all university, agency and professional guidelines for conduct.
Exercise clear boundaries between your professional and personal life,
(i.e don't "friend" clients on Facebook).
Use high level of privacy setting on social media but clearly understand that social
networking is in the public domain so there is no real privacy. |
| Accurate: | Be sure that anything you post is true and factual.
Use good writing skills that reflect your educational level. |
| Considerate: | Always use a respectful tone in all social media interaction.
Remember that as a professional, you represent yourself but you also represent your
university, your field placement agency and the social work profession. |
| Extra Careful: | Think twice before you post – if you wouldn't say it, don't post it!
Online communications are lasting – you can't take them back.
Consider the consequences for you as a person and as a professional. |

SECTION 9 – Forms

Conflict of Interest

California State University, Fresno Department of Social Work Education

Legal and Ethical Issues Related to Field Placement Planning

There are legal and ethical guidelines that must be followed in planning field placements for all social work students. These guidelines are in place to insure that agency assignments for field placement conform with federal and state laws, agency policies and the NASW Code of Ethics. There are two primary areas to consider: 1) Conflict of Interest, and 2) History of Felony and/or Misdemeanor Conviction(s).

Please read the following information clearly.

Conflict of Interest

The NASW Code of Ethics states that “social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment” (NASW, p. 9). As a social work student, it is considered to be a conflict of interest to engage in field placement in an agency where **you and/or a family member have been a CLIENT and/or an EMPLOYEE**. Thus, social work students may not be placed in an agency where they or a family member have worked, gone to school, or received services such as medical care, mental health services, employment assistance or child welfare services. Since the Department of Social Work Education does not specifically ask for such information, it is the responsibility of the social work student to inform the Field Coordinator/Assistant Field Coordinator and/or department chair of a potential conflict of interest **AND** to decline a placement in which there is a conflict of interest.

Students who interview and accept field placement in an agency where they have a conflict of interest **may be delayed in ability to enroll in field placement, receive a grade of No Credit for field, and/or be administratively dropped from the field placement program.**

Misdemeanor and/or Felony Conviction(s)

Field placements must be planned in accordance with state and federal laws and with consideration of field placement agency policies, including the best interests of consumers. Increasingly, human service agencies are requiring background checks, such as fingerprinting, to insure the suitability of interns for placement in their agencies. Students who have a history of arrest, criminal charges, misdemeanor and/or felony conviction(s) may encounter barriers in the field placement process.

Therefore:

Students who have a history of arrest of criminal charges that did not lead to conviction(s) are advised to disclose this information to the Field Coordinator/Assistant Field Coordinator and/or department chair to avoid potential problems in the agency placement process.

Students who have a history of “**job-related**” misdemeanor and/or felony conviction(s) are required to disclose this information to the Field Coordinator/Assistant Field Coordinator and/or department chair during the field placement planning interview unless the conviction(s) have been legally sealed, expunged or statutorily eradicated. Examples of “job-related” convictions would include, but not be limited to, child abuse, substance use/abuse/possession, theft, violent or potentially violent crimes such as domestic violence, assault, robbery, etc.

Students who fail to inform the Field Coordinator/Assistant Field Coordinator and/or department chair are required “job-related” misdemeanor and/or felony conviction(s) and the conviction(s) become(s) known to the department **may be administratively dropped from the social work program.**

I have carefully read and understand the above information and am/will be in compliance with these field placement planning policies.

Print Name: _____

Signature: _____ Date: _____

Field Faculty: _____ Date: _____

Field Practicum Student Agreement

California State University, Fresno Department of Social Work Education

Field Practicum Student Agreement

The following statements are in accordance with the Department of Social Work Education's policies and procedures. For further detailed information about the field education program, please refer to the Graduate Field Education Manual.

Please read the following statements carefully, and sign at the bottom of the page:

1. I hereby certify that the statements contained in this completed Field Practicum Application and any other information included as part of the application to field are **true and correct**. I agree and understand that any misrepresentation or omission of any material facts on my part may be cause for delay in field placement, and will initiate review by the Field Coordinator.
2. I hereby give permission to the CSUF Department of Social Work Education, and its faculty members, and any of the approved field practicum agencies or field instructors to verify any information contained within this application (including contacting former employees, field practicum's, and/or field instructors).
3. I understand that any information contained in this field application and any pertinent information relating to my professional student role shall be discussed between the DSWE faculty and approved practicum agencies and their representatives.
4. I understand that several field agencies shall request background investigations, fingerprint checks, physical examinations, TB tests, immunization verification, valid CA. driver's license, etc. as requirements for their placement interview and internship placement process.
5. I shall fulfill the responsibilities of the student intern role, be in compliance with all field policies and procedures as outlined in the Graduate Field Manual and the CSUF University Policies and Regulations outlined in the general catalog. This includes but is not limited to:
 - a) I have completed, or will complete by the time I begin my internship, all prerequisites set by DSWE for the field internship. Exception must be approved before I may proceed into the field internship.
 - b) I will not contact agencies on my own to arrange for a field internship experience.
 - c) I understand that I cannot be guaranteed a placement on weekends/evenings and that I will need to make arrangements to participate in my internship for approximately 16 (MSW-1) -21 (MSW2) hours a week.
 - d) I understand that I may be required to commute outside of Fresno city/county for my internship.
 - e) I understand that I shall maintain professional conduct in accordance with the university and the department academic policies and standards (including the N.A.S.W Code of Ethics and professional social work values)
 - f) I understand that I must be enrolled in SWRK 280/281 or SWRK 282/283 (MSW1 or MSW2 field placement respectively)
 - g) I understand that the Department of Social Work Education makes every effort to place all eligible students but cannot guarantee that an agency will agree to provide me with an internship.
6. If the situation arises and I need to terminate the internship prior to fulfilling my commitment, I shall terminate in an appropriate, professional manner as designated by the department and assigned agency. I will provide ***written and verbal notice*** as required by the department and agency. All leaves of absences need to be discussed and approved by the department chair and the field coordinator. If I fail to follow these procedures, I may not be allowed to return to the social work program.

I have reviewed and understand all of the above statements and agreed to comply with all of the above, the university and department policies and procedures, the graduate field manual, and the NASW Code of Ethics. If I am not in compliance with the department's policies and procedures, I understand that I can become ineligible for field placement. I certify that the information contained in this field application is true and correct.

Student Name (Print): _____ **Date** _____

Student Signature: _____

Reviewed with 2nd year field application (Initial/Date) Student: _____ **Field Coordinator:** _____

**RELEASE OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND AGREEMENT
TO PAY CLAIMS**

Activity: _____

Activity Date(s) and Time(s): _____

Activity Location(s): _____

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California, the Trustees of The California State University, California State University, Fresno, The California State University Association, Inc., and all of said entities' employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, **including claims of the University's negligence**, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney's fees or damage to my personal property that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Signature: _____ Student ID# _____

Participant Name (print): _____ Date: _____

I am the parent or legal conservator/guardian of the Participant. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability on my and the Participant's behalf, (b) promising not to sue on my and the Participant's behalf, (c) and assuming all risks of the Participant's participation in this Activity, including travel to, from and during the Activity.** I allow Participant to participate in this Activity. I understand that I am responsible for the obligations and acts of Participant as described in this document. I agree to be bound by the terms of this document.

Signature of Participant's Parent or Legal Guardian/Conservator

Name of Participant's Parent or Legal Guardian/Conservator (print)

Participant's Name

Participant's Name: _____

Last First MI

Date of Birth ____/____/____ Student ID# _____

Note: Emergency Contact #1 must be able to make legal decisions for you in a worst-case scenario

	Emergency Contact 1	Emergency Contact 2
Last, First Name		
Relationship		
Street Address		
City, State, Zip, Country		
Phone: Home		
Phone: Work		
Phone: Cell		

Weekly Supervision Agenda

Fresno State
Department of Social Work Education
Weekly Individual Supervision & Internship Hours Log

MSW Social Work Intern for week of: _____

Monday: _____ am/pm To _____ am/pm	Tuesday: _____ am/pm To _____
Wednesday: _____ am/pm To _____ am/pm	Thursday: _____ am/pm To _____
Friday: _____ am/pm To _____ am/pm	
Fall Semester _____ Spring Semester _____	
Missed days/hours _____ Date/time (s) for makeup _____ Total Hours to Date: _____	
Additional approved activities/hours: _____	
<input type="checkbox"/> CSUF Liaison Contacted _____ Date: _____ <input type="checkbox"/> Corrective Action Plan Date: _____	

Supervision Agenda – to be prepared in advanced by student intern

Assignment (see learning agreement)	Disposition/Current Status:
1.	
2.	
3.	
4.	
5.	
6.	

Topic(s) for Discussion: _____

Review of Assigned Cases:

Integration of theory with field practice (systems, empowerment, learning and conflict theories)

Questions/Concerns:

Student Signature _____

Date _____

Field Instructor Signature _____

Date _____

Application for Internship in Agency of Employment



Application for Internship in Agency of Employment

BA & MSWII: Due second Friday in April

MSWI: Due second Friday in June

I. Identifying Information:

Student Name: Date:

Field Level: ☐ BA ☐ MSWI ☐ MSWII Academic year of placement:

II. Present Job Assignment:

A. Please type in the text box below a description of your present job assignment and the specific circumstances of the assignment. Include:

- Job classification
- Job status (temporary/permanent; full time/part time); **specify that probationary status in current work assignment has been satisfactory completed.**
- Length of employment
- Regular hours of employment
- Present job duties and a thorough description of functional tasks
- Names of those persons responsible for your direct supervision and for administration of the agency.

III. Prior Experiences

- A. If you have worked in other areas of the agency in addition to your present job assignment, include in the textbox below, a brief description of those areas/units and the length of time in each, including months and dates. If applicable, identify the unit and/or agency where you have had a prior BA and/or MSW level internship. Provide a brief description of the internship experience, roles undertaken, and skills learned.

IV. Proposed Internship Experience

- A. Please type in the text box below a written description of the proposed field placement assignment and the specific circumstances of the proposed internship. Note: The proposed internship must be clearly differentiated from current and past job assignments and must meet the curriculum requirements of the social work program. Include the following:

- Proposed assignment (i.e. area or unit)
- Proposed work and internship days and hours, including planned workload modification to accommodate internship hours. Also address how you will accommodate required classes and any program seminars (Note: Consejo and Title IV-E seminars do not count toward field hours). Field (MSW) and supervision seminars (BA) do count toward field.

B. Proposed MSW Field Instructor:

Please provide the name of the proposed MSW field Instructor who has no authority over you as an employee.

Field Instructor Name:

Title:

Email:

Phone:

If the field instructor is new to Fresno State, attach a Field Instructor Profile form to this application. The form can be found on the DSWE website at: <http://www.fresnostate.edu/chhs/social-work/policies-forms/fieldmaterials.html>

C. Proposed Learning Assignments:

Refer to the Field Manual for your field level (BA, MSWI or MSWII) located on the DSWE website. Look up the learning agreements and specify proposed assignments tailored to your proposed internship that meet curriculum requirements specified in the learning agreements.

Professional Identity/Development (list at least 4 activities)

Professional Ethics- BA only (list at least 3 activities)

Evaluation Practice (list at least 3 activities)

The signatures below indicate agreement with the terms of this proposal and an understanding that the arrangements agreed upon may not be changed without advanced approval from both the agency and the Field Coordinator.

V. Signatures:

Student Signature

Date:

Proposed MSW Field Instructor

Date:

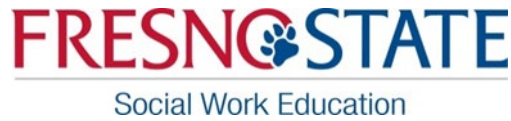
Agency Administrator

Date:

Department of Social Work Field Coordinator

Date:

In-Agency Student Employee Agreement



Student Employee Agreement

Terms of In Agency Field Placement for Fresno State BA and MSW Students

Student Name: _____

As a student in the Department of Social Work Education at Fresno State, I have read and understand the Policies and Procedures for Use of Student Employment Site as a Field Practicum Setting.

As an employee interested in the possibility of completing my required field internship(s) at my agency of employment, I understand that I must apply to be approved for this arrangement. Approval is required from the employment agency and the Field Coordinator. University approval will be based on compliance with the Department of Social Work Education's field education policies and procedures.

Given that students must have cleared probationary status in their current work assignment to be eligible for an in agency placement, I understand that new employees (less than one year), newly promoted employees, or employees wishing to apply for promotion while in field placement, will not meet the requirements for in agency placement. Any request for an exception to this policy must be discussed with the employer and the Field Coordinator in advance. Exceptions will be made only for very strong and educationally sound reasons. Final approval of an exception is rendered by the Field Coordinator.

I understand and agree to be in compliance with the Department of Social Work Education Terms of In-Agency Field Placement:

Student Signature

Date

Agency Administrator Signature

Date

Field Coordinator Signature

Date

**CALIFORNIA STATE UNIVERSITY, FRESNO
DEPARTMENT OF SOCIAL WORK EDUCATION**

Corrective Action Plan

For Unsatisfactory Student Performance in Field Placement

(Refer to the Field Manual for course requirements and grade procedures)

Date Rcvd:

Initial

Note: To be completed by the faculty liaison in consultation with the student, field instructor, and field coordinator.

Date: _____

STUDENT NAME: _____

STATUS: ☐ BA (1st Semester) ☐ BA (2nd Semester) ☐ MSW1 ☐ MSW2

PLACEMENT AGENCY

FIELD INSTRUCTOR

FACULTY LIAISON

ACADEMIC ADVISOR

Identified Performance Issues : (please attach additional supporting documentation if necessary)

1.	
2.	
3.	
4.	

Performance Area

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

1. Professional Development

- a. Attendance and Time Management
- b. Use of Supervision
- c. Completion of Assignments

☐
☐
☐
☐
☐
☐
☐
☐
☐

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

2. Multi Systems Social Work Practice

a. Practice with Clients

1

5

b. Practice with Staff

5

1

c. Practice with Administration

11

1

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

3. Assumption of Professional Responsibility for:

a. Skill Development

11

1

9

b. Assignments

1

1

4


c. Professional Demeanor

9

5

7

4. Other (Please Specify Below)



Corrective Plan

Instructions: The corrective action plan is to be completed by the Faculty Liaison in consultation with the student, the field instructor and the Field Coordinator. Address all performance issues noted above and provide clear objectives for satisfactory performance that include a specific, short term time frame.

Performance Objectives:

Time Frame:

1.	
2.	
3.	
4.	
5.	

Field Instructor Will:

Time Frame:

1.	
2.	
3.	

Faculty Liaison Will:

Time Frame:

1.	
2.	
3.	

Additional Information:

--

1.
2.
3.
4.

Next Review Date: _____

I have participated in the development of this Corrective Action Plan and understand my responsibility in meeting its objectives as well as the consequences for continued unsatisfactory performance.

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

Field Coordinator Signature

Date

SAMPLE Corrective Action Plan

For Unsatisfactory Student Performance in Field Placement

(Refer to the Field Manual for course requirements and grade procedures)

NOTE: To be completed by the faculty liaison in consultation with the student, field instructor and Field Coordinator.

DATE: 10/23/19

STUDENT NAME:

STATUS: ☐ BA (1st Semester) ☐ BA (2nd Semester) ☐ MSW1 ☒ MSW2

PLACEMENT AGENCY

FIELD INSTRUCTOR

FACULTY LIAISON

ACADEMIC ADVISOR

Identified Performance Issues : (please attach additional supporting documentation if necessary)

- | |
|---|
| 1. Ms. Student has not attended internship consistently (6 absences at mid-term) |
| 2. Ms. Student has not called field instructor or agency to report absences in a timely manner. |
| 3. Ms. Student relates to clients as a friend rather than in a professional manner. |

Performance Area

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

1. Professional Development

- a. Attendance and Time Management
- b. Use of Supervision
- c. Completion of Assignments

☐☒☐☐☐☒☒☐☐

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

2. Multi Systems Social Work Practice

- a. Practice with Clients
- b. Practice with Staff
- c. Practice with Administration

☒☒☒☐☐☐☐☐☐

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

3. Assumption of Professional Responsibility for:

- a. Skill Development
- b. Assignments
- c. Professional Demeanor

☐☐☐☒☒☒☐☐☐

Corrective Plan

Instructions: The corrective action plan is to be completed by the Faculty Liaison in consultation with the student, the field instructor and the Field Coordinator. Address all performance issues noted above and provide clear objectives for satisfactory performance that include a specific, short term time frame.

Performance Objective:

Time Frame:

1. Ms. Student will attend internship consistently as scheduled	11/8/19
2. Ms. Student will report excused absences by 8:00 AM that day	11/8/19
3. Ms. Student will demonstrate appropriate boundaries and professional demeanor in her work with clients and staff.	11/15/19

Field Instructor Will:

Time Frame:

1. FI will provide one hour of supervision to Ms. Student	10/16/19
2. FI will discuss professionalism in supervision	10/30/19
3. FI will have student observe her working with clients to model appropriate boundaries and professional demeanor.	11/8//19

Faculty Liaison Will:

1. Contact FI and student weekly to monitor progress	10/23/19
2. Meet with student on campus to reinforce professional socialization	10/30/19
3. Meet with FI and student in November to assess progress	11/15/19

Additional Information:

Ms. Student is warm and engaging with clients and seems to have a genuine interest in working with them. She has good potential as a social worker but needs to improve her attendance as well as her professional demeanor.

Consequences for Continued Unsatisfactory Performance:

1. Dismissal from the field placement agency.
2. No credit grade for SRWK 282
3. Referral to academic advisor for planning.

Next Review Date: 11/15/19

Student Signature Date

Field Instructor Signature Date

Faculty Liaison Signature Date

Field Coordinator Signature Date

Internship Hours Form

(add the link from the website when updated)

California State University, Fresno
Department of Social Work Education

INTERNSHIP HOURS FORMS

Semester: (check one)

☐

FALL 20__

☐

SPRING 20__

☐

SWRK 181/182

☐

SWRK 280/281

☐

SWRK 282/283

Student's Name: _____

Agency Name: _____

Field Instructor/Agency Supervisor's Name: _____

Internship Hours for month of: _____

Date

In

Out

Total Hours

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Monthly Total= _____

Student Signature: _____ Date: _____

Field Instruction/Agency Supervisor Signature _____ Date: _____

Social Work Intern Orientation Checklist

Within the first month of field placement, each social work student shall receive a comprehensive orientation to the agency. The Agency is responsible for covering the following items as you orient the social work student intern to your agency. The orientation checklist includes, but is not limited to:

Agency Overview

- ☐ Review agency mission/purpose statement/philosophy/goals.
- ☐ Review organizational structure.
- ☐ Review the funding auspices and staffing patterns of the agency.
- ☐ Review the role of the agency in relation to the community and its resources.
- ☐ Review the identified program or service area where the student is assigned to complete practicum requirements.

Agency Policies and Protocols

- ☐ Review agency policies and procedures manual
- ☐ Review telephone and communication policies/computer utilization.
- ☐ Review internal communication policies.
- ☐ Review office procedures, supplies, and provisions.
- ☐ Review parking details and mileage policy.
- ☐ Review work schedule, including late arrivals, absenteeism, lunch-time, and breaks.
- ☐ Review agency, department, and/or program meeting schedule.
- ☐ Review intake, admissions, eligibility, registration, and informed consent policies and procedures.
- ☐ Review information and referral policies.
- ☐ Review client fees and payment schedule.
- ☐ Review forms for documentation/accountability/utilization review
- ☐ Review client records and charting policies and procedures.
- ☐ Review all laws, ethical codes, and social work values regulating social work practice.
- ☐ Review confidentiality, privileged communication, and release of information, and legal exceptions to confidential information.
- ☐ Review reporting laws and protocol, including child abuse/neglect, elder/dependent adult abuse/neglect, and abusive or assaultive behavior.
- ☐ Review high risk/dangerous client laws, including suicide, Tarasoff statute.
- ☐ Review client emergency protocol.
- ☐ Review agency policy regarding safety and security procedures and protocol, e.g. personal safety; agency safety; community safety, etc.
- ☐ Review agency policy regarding harassment and discrimination.
- ☐ Review agency policy regarding Americans with Disabilities Act.
- ☐ Review agency policy regarding HIPAA regulations and legislation.
- ☐ Review agency policy regarding OSHA.

FIELD INSTRUCTOR/STUDENT RESPONSIBILITIES

- ☐ Review role, responsibilities, and expectations of student interns in the agency operation.
- ☐ Review role and responsibilities of field instructors and task supervisors (if applicable).
- ☐ Review supervision orientation, preparation and expectations for supervision.
- ☐ Review supervision schedule.
- ☐ Review emergency consultation with field instructor protocol.
- ☐ Review educationally based recordings, process recordings and schedule.
- ☐ Review agency orientation, training, and staff development opportunities (if applicable).
- ☐ Review plan for diversity/multi-cultural experiences.
- ☐ Review how student will represent professional self and identifying self as a social work intern with clients, staff and professionals.
- ☐ Review scope of practice within the agency and as a social work student.
- ☐ Review professional boundaries in the students' relationships with clients, collateral clients, and agency staff.

Sample Assessment Forms

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Social Work Education

Multi-Dimensional Assessment Form

Identifying Information

Name: _____ Date: _____

Gender: M _____ F _____ Age _____ Ethnicity _____

Occupation: _____ Primary Language _____

Relationship Status:

Single _____ Married _____ Divorced: _____ Other: _____

Lives with: _____

Referral/Presenting Problem(s)/Concern(s)

Referral Source: _____

Reason for Referral: _____

History of Presenting Problem(s)/Concern(s)

Summary of History:

Current Functioning (complete all applicable areas):

Strengths: _____

School Adjustment: _____

Occupational Adjustment: _____

Social Adjustment: _____

Emotional Adjustment: _____

Health (include relevant medical history) _____

Family and Support System Information

Family in the Household: _____

Extended Family and/or Support Systems: _____

Summary of Family Interaction: _____

Community Context

Home and Neighborhood Environment: _____

Relationship with relevant macro systems (schools, workforce, public agencies, etc:) _____

Diagnostic Formulation

Mental Status Exam

1. Appearance ☐ Neat ☐ Casual ☐ Dirty ☐ Appropriate
Age Appropriate ☐ Yes ☐ No
Sex Appropriate ☐ Yes ☐ No
2. Attitude/Sociability ☐ Average ☐ Engaging ☐ Friendly
 ☐ Aloof ☐ Negativist
3. Relatedness: ☐ Makes eye contact ☐ Avoids ☐ Eye Contact ☐ Cooperative
 ☐ Uncooperative ☐ Distractible
- Motor Activity: ☐ Appropriate ☐ Hyperactive ☐ Restless
4. Affect: Impulse Control: ☐ Adequate ☐ Easily Distracted ☐ Poor
Range: ☐ Appropriate ☐ Inappropriate ☐ Flat
5. Mood: ☐ Euthymic ☐ Depressed ☐ Anxious
Quality ☐ Consistent ☐ Labile
6. Speech: ☐ Coherent ☐ Incoherent
Voice Tone: ☐ Soft ☐ Moderate ☐ Loud
7. Thought Process Factors:
 ☐ Logical ☐ Organized ☐ Coherent
 ☐ Illogical ☐ Disorganized ☐ Perseverations
 ☐ Blocking ☐ Loose Associations
8. Content of Thought:
 ☐ Oriented ☐ Preoccupations
 ☐ Hallucinations ☐ Delusions ☐ Bizarre ☐ Circumstantial
 ☐ Tangential
Harmful Thoughts: Toward Self: ☐ Yes ☐ No
 Toward Others ☐ Yes ☐ No

If yes, state any plan or threatening statements:

9. Perception: ☐ Accurate ☐ Distorted
10. Orientation: ☐ Person ☐ Place ☐ Time
 ☐ Recent Memory ☐ Remote Memory
 ☐ Focused ☐ Distractible
11. Cognitive Function:
 ☐ General Fund of Knowledge Intact
 ☐ Gaps in General Fund of Knowledge

12. Abstraction: ___ Abstract Thinker ___ Concrete Thinker

13. Judgement: ___ Understands ___ Consequences
 ___ Exercises appropriate judgement
 ___ Disturbances in judgement

14. Insight: ___ Minimal ___ Moderate ___ High ___ Intellectual
 ___ Emotional

Person-In-Environment

Factor I: Social Functioning Problems

Factor II: Environmental Problems

Factor III: Mental Health Problem

Factor IV: Physical Health Problem

SOCIAL WORK SERVICE PLAN

Name: _____ Date of Plan: _____

Gender: ___ M ___ F Age: ___

MSW2 Intern: _____

Identified Needs Problems:

1. _____
2. _____
3. _____
4. _____

Short-Term Goals:

1. _____
2. _____
3. _____
4. _____
5. _____

Long-Term Goals:

1. _____
2. _____
3. _____
4. _____

Service Plan: (Include modality, intervention method, and frequency for each services)

1. _____
2. _____
3. _____
4. _____
5. _____

DIAGNOSTIC ASSESSMENT REPORT

Name: _____ Therapist _____
Intake/Assessment Date(s) _____ Report Date _____

1. Purpose of Visit/Current Life Situation (Include duration/frequency of symptoms)

2. History of Current Problem/Development Incidents/Treatment History/Medications, etc.

3. Current Functioning, Symptoms, and Impairments (e.g., occupational, social, emotional)

STRENGTHS

WEAKNESSES

4. Family Mental Health History

5. Other (Substance abuse, suicidal ideations, court referral, ect.)

Process Recording Format

The following format and example of process recording is taken from Wilson (1981).*

Format:

Supervisor's Comments	Dialogue	Student's Gut Level Feelings
In this column, the supervisor enters his comments opposite the material recorded in the dialogue" column. He may point out techniques used by the student, comment on the meaning of a client's response, raise questions for the student to think about suggest alternate responses or techniques, and so forth.	This is where the student records the content of what took place in the interview.	The recorder puts down any feelings he was aware of as the dialogue was taking place. For example, "I felt anxious."
EXAMPLE:		
I'm sure your being more comfortable affected the interview positively.	Mrs. B: I got a letter from my husband on Monday and he said to go ahead and file for divorce.	I felt a little more confident than last time.
I wonder why the sudden change?	W (Worker): So you are filing for divorce?	I was surprised – Mrs. B. was very willing to talk this time!
I'll believe it when I see it!	Mrs. B.: Yeah – I'm going to go ahead and do it. W: Are you planning on filing soon, or are you going to wait a while?	I'm feeling more at ease.
I wonder what other feelings she has about what's happened?	Mrs. B: Pretty soon, I hope I may as well get a divorce since he's going to be in jail for 15 years.	

What are the four kids doing while you all are talking?	<p>Sister: I think she out to go ahead and get one.</p> <p>W: Where is your husband now?</p> <p>Mrs. B.: In Puerto Rico.</p> <p>W: What jail is he going to?</p> <p>Mrs. B: I don't know.</p>	
Your bias is showing (for her to get the divorce!)	<p>W: Would transportation to Legal Aid be a problem – if so, I'll be glad to take you.</p> <p>Sister: The car wouldn't be a problem-we've all got the family car.</p>	
She should know if she's filed before.	<p>Mrs. B: How much would the divorce cost me?</p> <p>W: I'm not real sure- probably nothing or maybe just a small amount. I'll check on it for you</p> <p>Mrs. B.: OK. I've filed for divorce once before.</p>	
I wonder if she filed thru Legal Aid?	<p>W. When did you file? Mrs.</p> <p>B: Back in 1973.</p> <p>W: Well, whatever happened?</p>	I feel like I'm getting somewhere-not far, but somewhere.

Note: Names and identifying details in all recording examples have been altered to preserve confidentiality.

* Wilson, S. (1981). Field instruction. New York: The Free Press, pp. 119-20.

Faculty Liaison Site Visit Check Off List: First Visit

California State University, Fresno
Department of Social Work Education

Check-Off List

Student Name: _____

Agency Name: _____

Date: _____

Second Visit – (September and February)

1. _____ Orientation Schedule

- Discuss Field Instructor orientation and preparation for role
- Discuss Field Instructor professional development/training needs and include in faculty liaison report.
- Discuss student's orientation to the field placement agency
- Discuss field placement schedule and supervision time

2. _____ Learning Experience

- Discuss planned learning experiences
- Discuss current CSUF classes and integration of classroom knowledge and field experiences.
- Encourage student to share course syllabi and assignments with field instructor

3. _____ Learning Agreement

- Provide consultation in the development of the student's learning agreement.
- Address the assignments of the learning agreement and make suggestions regarding appropriate learning experiences.
- Remind field instructor and student about the learning agreement due dates.

4. _____ Evaluation

- Discuss performance evaluation as an on-going and mutual process via supervision.
- Address formal, written evaluation due dates and a mutual process for completing evaluations.
- Discuss the problem-solving process with field instructor and student (Section 5 of field manual).

5. _____ Evaluation of Practice Assignments

- Discuss requirements and expectations regarding journal and evaluation of practice.
- Address importance of field instructor feedback.

6. _____ Next Visit

- Schedule next liaison visit (November or April)
- Provide information on how to reach you between visits if needed.

7. _____ Faculty Liaison Report

- Submit a brief summary of your site visit to the Field Coordinator via IPT.
- Include information on any problems or concerns.
- Please submit reports within 1 week of your visit.

Thank you!

Faculty Liaison Site Visit Check Off List: Second Visit

California State University, Fresno
Department of Social Work Education

Check-Off List

Student Name: _____

Agency Name: _____

Date: _____

Second Visit: (November and April)

1. _____ Learning Progress

- Discuss learning assignments outlined in the student's learning agreement.
- Discuss student's learning progress in carrying out assignments.
- Note areas of learning that have not been addressed and make suggestions for completion.

2. _____ Supervision

- Discuss supervisory relationship and consistency of supervision time.
- Elicit feedback on student performance and assist with any issues or concerns regarding progress.
- Emphasize the problem solving process for addressing any concerns.

3. _____ Evaluation

- Discuss final evaluation due date.
- Discuss importance of student and field instructor involvement in completion and discussion of performance evaluation.
- Request that the final evaluation be completed in IPT so that you can sign it, then it is ready for the Field Coordinator.

4. _____ Evaluation of Practice Assignment

- Provide feedback on evaluation of practice assignments.

5. _____ Next Semester/Termination

- If student will continue in placement, discuss general plans and needs for learning assignments and revision of learning agreement.
- If student will complete internship, discuss plans for termination.
- Discuss with the agency potential learning opportunities for the upcoming year.
- Explore the availability of additional field instructors at the agency and document in liaison report.
- Keep the agency up-to-date on the curriculum of DSWE.

6. _____ Faculty Liaison Report

- Submit a brief summary of your site visit to the Field Coordinator via IPT.
- Include information on any problems and concerns.
- Evaluate the field placement and field instruction and make recommendations for follow-up.
- Please submit reports within 1 week of your visit.

Thank you!