

Introduction to Course and Instructor:

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>).

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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



Social Work Education

SWRK 282 ADVANCED LEARNING AGREEMENT

Graduate Field Placement

Fall Semester, _____

Student Information:

FIRST NAME	MIDDLE INITIAL	LAST NAME
STREET ADDRESS	CITY	ZIP CODE
HOME PHONE	CELL PHONE	WORK PHONE
CAMPUS E MAIL ADDRESS	STUDENT ID #	
AGENCY NAME	AGENCY SCHEDULE	
STREET ADDRESS	CITY, STATE	ZIP CODE
FIELD INSTRUCTOR	PHONE	EMAIL

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 is one hour individual)

Name of Supervisor

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

Agency Overview:

BRIEFLY DESCRIBE THE AGENCIES 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. (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. (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. (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. (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. (systems theory, conflict theory)
4. Participate in the mutual development of goals and service planning at the individual, group and organizational level. (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. (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. (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. (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 (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. (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:

Field Instructor Initials:

- 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 _____

Instructions: For each required program competency, assignment(s) to be completed in order to fulfill the competency. You may add an additional activity for each competency, but it is not required for the fall semester. This addendum is in addition to the required graduate learning agreement for each semester of this academic year.

PPS Competencies	Progress/Date Completed
<p>1. Candidate demonstrates socio-cultural competence in practice at all systems levels, including assessment, intervention planning, service delivery, communication, and mediation of cultural conflicts in an effort to develop a positive, supportive learning environment that is culturally congruent with the needs of pupils and families.</p> <p>a. Complete a minimum of two assessments with students ethnically different from myself and discuss observations and practice implications with Field Instructor.</p> <p>b. Discuss diversity and culturally competent practice with Field Instructor, including your ability to work with pupils who have different values and beliefs.</p> <p>c. In collaboration with Field Instructor conduct home visits with at least two ethnically different families. Include parents or guardians in assessment, intervention strategies, and discussion of parenting styles to maximize parent involvement.</p> <p>d. Discuss application of theoretical frameworks and/or practice interventions with diverse populations and implications with Field Instructor.</p> <p>e.</p>	
<p>2. Candidate demonstrates understanding of the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, pupil advocacy, effective approaches to discipline, and the development of personal and social responsibility and self-esteem.</p> <p>a. Attend a staff meeting or a school board meeting to learn about the organization, funding and broad community issues and discuss observations and implications with Field Instructor.</p> <p>b. Familiarize self with the district Board Policies and Administrative Regulations related to effective classroom management, positive adult-pupil relationships, pupil advocacy, effective approaches to discipline, and the development of personal and social responsibility and self-esteem and discuss implications with Field Instructor.</p> <p>c. Meet and discuss system-wide disciplinary challenges and effective approaches to discipline with the vice principal or assistant principal and discuss observations and implications with Field Instructor.</p> <p>d. Participate in planning and implementation of interventions such as RTI, PBIS and MTSS. Discuss the social work role in delivery of Tier 1, 2 and 3 interventions.</p> <p>e.</p>	

PPS Competencies	Progress/Date Completed
<p>3. Candidate demonstrates skill in the interpretation and application of laws and pupil/parent rights which influence education and attendance, including attendance, child labor, child custody, and child abuse reporting.</p> <p>a. Attend SARB meetings at the school site, district or county level and discuss observations and implications with Field Instructor.</p> <p>b. Familiarize self with the district's Parent and Student Handbook.</p> <p>c. Learn school attendance protocols and discuss findings, observations and implications with Field Instructor.</p> <p>d. Learn how the school deals with child custody laws and determined how this information is documented at the school. Discuss findings, observations and implications with Field Instructor.</p> <p>e. Familiarize self with the district's Board Policy and Administrative Regulations related to attendance, child labor, and child abuse reporting and discuss observations and implications with Field Instructor.</p> <p>f. Learn school's child abuse/neglect reporting protocols and discuss findings, observations and implications with Field Instructor.</p> <p>g.</p>	
<p>4. Candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologists, and nurses.</p> <p>a. Participate in multidisciplinary planning meetings such as SSTs or IEPs.</p> <p>b. Meet and begin to form professional relationship with school personnel identified by field instructor at each site including principals, teachers, counselors, psychologists, nurses, and support staff.</p> <p>c. Familiarize self with role and job description of school staff and other professionals within the school including principals, teachers, counselors, psychologists, and nurses and discuss findings, observations and implications with Field Instructor.</p> <p>d. In collaboration with your Field Instructor prepare an introduction letter for each school site.</p> <p>e. Attend at least 1 all staff meeting in the fall and introduce self and role.</p> <p>f. Interact with staff in non-classroom setting (faculty lounge, lunch room, yard duty, etc) and discuss findings, observations and implications with Field Instructor.</p> <p>g.</p>	

PPS Competencies	Progress/Date Completed
<p>5. Candidate demonstrates ability to use communication and facilitation skills, collaborative and team building skills, and consultation skills in cases, classrooms, schools, districts and community systems of care such as health, mental health, child welfare and juvenile justice to maximize positive outcomes for pupils, schools, families and communities.</p> <p>a. Consult with classroom teachers regularly.</p> <p>b. Collaborate/consult with school staff regarding the development and implementation of Tier 1 interventions.</p> <p>c. Participate in a conference with juvenile probation or the school resource officer and a student and discuss observations and implications with Field Instructor.</p> <p>d. Participate in a site-based problem solving team meeting – eg. cost, SST, Student Success conference, and discuss observations and implications with Field Instructor.</p> <p>e.</p>	
<p>6. Candidate demonstrates skills in conducting appropriate biopsychosocial assessments of pupils and families, including identification of school and community factors that inhibit learning progress and use this information to develop programs and activities to promote pupil success.</p> <p>a. Complete at least three multidimensional assessments and discuss observations and implications with Field Instructor.</p> <p>b. Explore by car, bus and/or walking, the neighborhoods served by of at least two clients ensuring that you select clients from each school and discuss observations and implications with Field Instructor.</p> <p>c. Review educational records, eg. electronic, cumulative folders, of assigned clients and discuss implementation, observations and implications with Field Instructor.</p> <p>d. Observe clients on school yard, at lunch, before/after school etc.; observe social, nutritional, and behavioral norms and variations and discuss observations and implications with Field Instructor.</p> <p>e.</p>	

PPS Competencies	Progress/Date Completed
<p>7. Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources.</p> <p>a. Provide brief and ongoing supportive counseling, play therapy, crisis intervention, and other relevant services using methods to address identified needs. Discuss implementation with Field Instructor.</p> <p>b. Research and implement evidence based Tier 2 and Tier 3 intervention that promotes pupil success with at least two clients and discuss implementation with Field Instructor.</p> <p>c. Monitor each student service plan, following up as needed and discuss observations and implications with Field Instructor.</p> <p>d. Familiarize self with relevant community resources and link students and families to services. e.</p>	
<p>8. Candidate demonstrates skill in interpreting pupil's development, educational status and potential to families with the specific purpose of enhancing families' understanding and utilization of available school and community resources.</p> <p>a. Collaborate with parents/caregivers for assessment to discuss student progress and strategies for support.</p> <p>b. Familiarize self with developmental stages and effective intervention strategies and discuss findings and implications with Field Instructor.</p> <p>c. Provide at least two school and community resources to at least two families from each assigned school site with the specific purpose of enhancing families' understanding and utilization of available school and community resources.</p> <p>d. Facilitate or co-facilitate at least one training session for parents with the specific purpose of enhancing families' understanding and utilization of available school and community resources and discuss training session observations and implications with Field Instructor.</p> <p>e. Familiarize self with services for students and families including but not limited to ESL, 504, parenting classes, adult education, dental, vision, health screening offered in the school/district, and referral resources in the community.</p> <p>f.</p>	

PPS Competencies	Progress/Date Completed
<p>9. Candidate demonstrates ability to participate in planning, prevention and intervention to promote pupil well-being and safety and reduce the incidence of school site violence.</p> <p>a. Provide classroom presentations on relevant topics such as bullying prevention, conflict mediation, Character Counts, etc. and discuss observations and implications with Field Instructor.</p> <p>b. Discuss strategies for personnel safety both on the school site and during home visits and discuss with Field Instructor.</p> <p>c. Become familiar with any security staff, protocol on site and discuss observations and implications with Field Instructor.</p> <p>d. Discuss with field instructor at least one site threat assessment involving law enforcement and discuss observations and implications with Field Instructor.</p> <p>e. Discuss suicide prevention policies and protocols with field instructor and implement them as needed.</p> <p>f.</p>	
<p>10. Candidate demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance.</p> <p>a. Develop an intervention plan to reduce truancy with two identified students and discuss with Field Instructor.</p> <p>b. Familiarize self with the Education Codes Sections 48200-48208, 48210-48216, 48220, 48300, 48664 and 51745 regarding attendance and appropriate use of alternatives to regular school attendance and discuss implications with Field Instructor.</p> <p>c. Learn where to access and how to read student attendance records and discuss findings, observations and implications with Field Instructor.</p> <p>d. Participate in a site-based or home-based attendance conference in which state laws related to compulsory attendance are reviewed with the family.</p> <p>e. Interview discipline manager re: an expulsion hearing and discuss findings, observations and implications with Field Instructor.</p> <p>f.</p>	

PPS Competencies	Progress/Date Completed
<p>11. Candidate demonstrates knowledge of learning theories and factors influencing learning and utilizes effective strategies and techniques to assist students in developing responsibility for their own learning.</p> <p>a. Implement behavior management plans for students referred for disruptive behavior and discuss findings, observations and implications with Field Instructor.</p> <p>b. Discuss the influence of positive and negative reinforcement on behavior with at least two parents.</p> <p>c. Collaborate with at least two teachers to develop effective classroom management strategies based on learning theory (e.g. use of rewards and punishment, contingency contract)</p> <p>d. Utilize solution-focused brief therapy with at least two students. e.</p>	

Signatures:

STUDENT SIGNATURE

DATE

M.S.W./PPS FIELD INSTRUCTOR SIGNATURE

DATE

PPS FACULTY LIAISON SIGNATURE

DATE

PPS COORDINATOR SIGNATURE

DATE

FRESNO STATE

Social Work Education

SWRK 282 Advanced Field Instructed Practice I 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 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.					
<i>Comments:</i>					
3. Articulate one's own theoretical framework for practice in the context of a formal case presentation or written summary.					
<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.					
<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.					
<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.					
<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.					

<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.					
<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.					
<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					
<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.					
<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.

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

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