

## **Introduction to Course and Instructor:**

<b>SYLLABUS FOR ADVANCED FIELD INSTRUCTED PRACTICE II</b> <b>(SWRK 283)</b>	
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](http://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
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**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 10<sup>th</sup> 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/classschedule/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

### Field Integration Seminar Calendar Social Work 283

Spring 2020

(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"><li>• Negotiating and Planning Appropriate and Required Learning Experiences</li><li>• Peer Consultation</li></ul>
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 283 Advanced  
Learning Agreement  
Spring Semester**

**STUDENT INFORMATION**

FIRST NAME

MIDDLE INITIAL

LAST NAME

STREET ADDRESS

CITY

ZIP CODE

PREFERED PHONE NUMBER

CAMPUS E MAIL ADDRESS

FIELD PLACEMENT SCHEDULE

ACADEMIC ADVISOR

PHONE

EMAIL ADDRESS

**AGENCY INFORMATION**

AGENCY NAME

STREET ADDRESS

CITY

ZIP CODE

FIELD INSTRUCTOR (M.S.W.)

PHONE

EMAIL ADDRESS

FACULTY LIAISON

PHONE

EMAIL 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 IS ONE HOUR PER INDIVIDUAL) OBACKUP / NAME OF BACKUP

EMERGENCY SUPERVISOR

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

## AGENCY OVERVIEW

**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.

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

## 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. (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. ] (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.) (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. (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. (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. (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). (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.

2. Conduct a process or outcome evaluation of a community service offered by your agency.

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 M.S.W. field instructor.
3. Adequate space and resources to complete agency related assignments.
4. Other:

#### Field Instructor Initials:

**Work and Child Welfare and Attendance**

**Semester: Spring \_\_\_\_\_**

Student Name: \_\_\_\_\_

School Placement: \_\_\_\_\_

PPS Requirements	Progress/Date Completed
<p>1. One hundred clock hours of school-based practice with at least ten pupils of a racial/ethnic background different from that of the candidate.</p>	
<p>2. Completion of 450 clock hours of school social work field experience. Field placement hours shall be provided in at least <b>two</b> of four settings (preschool, elementary, middle, high school).  <b>Levels: (at least 2)</b>      <b>Hours: 100 minimum/level for SSW, 200 minimum/level for COUN</b>  Pre School              Elementary      Middle              High</p>	
<p>3. Completion of 150 clock hours of field placement experience in child welfare and attendance. Ninety (90) clock hours must be school based;  Levels: (at least 2)</p> <p>a. Pre School      b. Elementary      c. Middle              d. High</p> <p>30-60 hours of the total 150 clock hours must be in interdisciplinary experiences in a setting outside the field of education and will be arranged accordingly (minimum 15 hours each semester):</p> <p>a. Child Welfare (list proposed outside activities for the spring semester)</p> <p>b. Juvenile Justice  <i>Tour of Juvenile Justice campus arranged by PPS Coordinator.</i>  <i>Child Welfare Court experience arranged by Title IV-E.</i></p> <p>c. Medical  <i>Orientation to Children's Hospital arranged by PPS Coordinator.</i></p> <p>d. Community Based Agencies (list proposed outside activities for the spring semester)</p>	

**Note:** Please use the right-hand column during weekly supervision to track progress toward/completion of assignments.

**Instructions:** For each required program competency, the student lists assignment(s) to be completed in order to fulfill the competency.

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.</p> <p>b.</p> <p>c.</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.</p> <p>b.</p> <p>c.</p>	
<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.</p> <p>b.</p> <p>c.</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.</p> <p>b.</p> <p>c.</p>	

<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.</p> <p>b.</p> <p>c.</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.</p> <p>b.</p> <p>c.</p>	
<p>7. Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources.</p> <p>a.</p> <p>b.</p> <p>c.</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.</p> <p>b.</p> <p>c.</p>	

<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.</p> <p>b.</p> <p>c.</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.</p> <p>b.</p> <p>c.</p>	
<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.</p> <p>b.</p> <p>c.</p>	

**Signatures:**

\_\_\_\_\_  
STUDENT SIGNATURE DATE

\_\_\_\_\_  
M.S.W./PPS FIELD INSTRUCTOR SIGNATURE DATE

\_\_\_\_\_  
PPS FACULTY LIAISON SIGNATURE DATE

\_\_\_\_\_  
PPS COORDINATOR SIGNATURE DATE



## SWRK 283 Advanced Field Instructed Practice II 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 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.					
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.					
<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.)					
<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.					
<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.					
<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.					
<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).					
<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.					
<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.					
<i>Comments:</i>					
2. Other Activities (please specify the activity):					
<i>Comments:</i>					

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

<b>Student Evaluation of Field Instructor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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



**PPS Credential Program  
Evaluation of Student Performance  
S Wrk 282/283**

(To be completed at the end of the PPS internship in May)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

Faculty Liaison Name: \_\_\_\_\_

Field Instructor PPS Credential Document Number: \_\_\_\_\_

Fill in the dates for both semesters:

Fall Semester August \_\_\_\_\_ - December \_\_\_\_\_, Year \_\_\_\_\_

Spring Semester January \_\_\_\_\_ - May \_\_\_\_\_, Year \_\_\_\_\_

PPS Field Placement: \_\_\_\_\_

School Sites: \_\_\_\_\_

**STUDENT SPECIALIZATION** (check all that apply):

Advanced Specialization in School Social Work (requires a minimum of 450 hrs.)

Advanced Specialization in Child Welfare and Attendance (requires a minimum of 150 hours.)

**School Social Work Specialization Hours (450 Hours)**

*(Requires a minimum of 450 field placement hours at a minimum of 2 different developmental levels, with no less than 100 hours at any level. Candidates pursuing the additional specialization in school counseling must complete a minimum of 200 clock hours at each level. In the course of completing the 450 hours, 100 hours of internship must be completed with at least 10 pupils ethnically different from the candidate)*

1. **Developmental Levels** (Fill in the hours completed at each level, **total = 450**):

\_\_\_\_\_ Pre-School \_\_\_\_\_ Middle School

\_\_\_\_\_ Elementary \_\_\_\_\_ High School

2. **Cultural Diversity** (**Part of the 450 hours documented above**):

\_\_\_\_\_ Hours \_\_\_\_\_ Number of Diversity Cases  
(minimum of 100 hours) (minimum of 10 cases)

**Child Welfare and Attendance Specialization Hours (150 Hours)**

*(Requires a minimum of 150 total field placement hours **in addition to the 450 above** for a total of 600 field placement hours).*

1. Child Welfare and Attendance Hours:

\_\_\_\_\_ School-based clock hours (Fill in hours completed at each level, minimum of 90 hours)

\_\_\_\_\_ Pre School

\_\_\_\_\_ Middle School

\_\_\_\_\_ Elementary

\_\_\_\_\_ High School

\_\_\_\_\_ Outside of Education (30-60 hours). Attach Hours Log Forms to verify completion of hours.

Please specify location(s): \_\_\_\_\_

\_\_\_\_\_

**Evaluation of PPS Candidate Performance**

Using the following scale, please write in the number that best describes the PPS candidate's performance during field placement this academic year:

5. Excellent

3. Average

1. Poor

4. Above Average

2. Less than average

**Professional Development**

\_\_\_\_\_ 1. Organizes, plans and carries through work effectively and efficiently, with an appropriate level of autonomy.

\_\_\_\_\_ 2. Demonstrates initiative and resourcefulness.

\_\_\_\_\_ 3. Seeks formal and informal opportunities to learn within the agency and community.

\_\_\_\_\_ 4. Has and uses basic theoretical knowledge about individual dynamics, group dynamics, formal organizations and social systems.

\_\_\_\_\_ 5. Plans for and utilizes supervision time with field instructor to increase practice skills, knowledge and self-understanding.

\_\_\_\_\_ 6. Can "hear" and utilize feedback to improve his/her effectiveness.

\_\_\_\_\_ 7. Appropriately shares information with the field instructor about field-related activities and concerns.

\_\_\_\_\_ 8. Demonstrates ability to communicate clearly in written and oral forms.

\_\_\_\_\_ 9. Demonstrates socio-cultural competence in practice at all systems levels (*PPS Competency #1*).

## **Professional Values and Identity**

- \_\_\_\_\_ 1. Practices in an ethical manner, as defined by the NASW Code of Ethics and NASW Standards for School Social Work Services.
- \_\_\_\_\_ 2. Understands and identifies with the role of school social worker.
- \_\_\_\_\_ 3. Can effectively form professional social work relationships.
- \_\_\_\_\_ 4. Functions as an effective member of the education team.
- \_\_\_\_\_ 5. Demonstrates awareness of ability to address special issues resulting from client race, ethnicity, class, gender and sexual preference.

## **Multi Systems Practice**

- \_\_\_\_\_ 1. Demonstrates a basic working knowledge of the mission, programs, finances, organizational structure and environment of the agency.
- \_\_\_\_\_ 2. 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 (*PPS Competency #2*).
- \_\_\_\_\_ 3. Is able to critically examine the agency and work for constructive changes as appropriate to a student role.
- \_\_\_\_\_ 4. Demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologist, and nurses (*PPS Competency # 4*).
- \_\_\_\_\_ 5. 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 (*PPS Competency # 5*).
- \_\_\_\_\_ 6. 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 (*PPS Competency #3*).
- \_\_\_\_\_ 7. Is able to effectively and appropriately advocate for client needs within and outside of the agency.
- \_\_\_\_\_ 8. Can appropriately and responsibly use the resources of the agency and the community.
- \_\_\_\_\_ 9. Demonstrates skills in conducting appropriate bio-psycho-social 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 (*PPS Competency #6*).
- \_\_\_\_\_ 10. Demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance (*PPS Competency #10*).
- \_\_\_\_\_ 11. Can develop an effective and workable intervention plan.
- \_\_\_\_\_ 12. Demonstrates ability to participate in planning, prevention and intervention to promote pupil well-being

and safety and reduce the incidence of school site violence (*PPS Competency #9*).

- \_\_\_\_\_ 13. Is willing and able to use a variety of levels and types of intervention.
- \_\_\_\_\_ 14. Demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources to meet the needs of pupils, families and the school community (*PPS Competency # 7*).
- \_\_\_\_\_ 15. 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 (*PPS Competency #8*).
- \_\_\_\_\_ 16. 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 (*PPS Competency #11*).

**Evaluation of Social Work Practice**

- \_\_\_\_\_ 1. Is willing to critically examine the effects of his/her behavior, values and beliefs on his/her practice as a social worker.
- \_\_\_\_\_ 2. Understands the application of research to practice and can evaluate the effectiveness of intervention.

Recommended Grade (Credit or No Credit): \_\_\_\_\_

I participated in this evaluation \_\_\_\_\_  
Date

Read and Agree: \_\_\_\_\_  
Read and Disagree: \_\_\_\_\_  
Read and Accept with Reservation: \_\_\_\_\_

\_\_\_\_\_  
Signature of Student/Date

\_\_\_\_\_  
Signature of Instructor/Supervisor/Date

\_\_\_\_\_  
Signature of the Faculty Liaison/Date

\_\_\_\_\_  
Signature of the PPS Coordinator/Date