

Social Work 282 Advanced Field Instructed Practice I (3 units)

Catalog Statement

SWRK 282 Advanced Field Instructed Practice (3). Prerequisites: SWrk 281, concurrent enrollment in SWrk 224, SWrk 225, and SWrk 246, and permission of Field Coordinator. 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).

Course Rationale

Historically, field practicum experience has been a central component of social work education. The classroom content began as a supplement to apprenticeship in social work agencies. This model of learning has been integrated into a formal educational program. The scope of the second year, advanced field practicum is intended to provide comprehensive experiences which facilitate integration with advanced concentration multi systems practice content presented in the classroom. It is essential for professional development that social work students demonstrate the advanced knowledge, values and skills of social work practice within the context of the field setting.

Course Description

SWRK 282, the first of two semesters of advanced field instructed practice, is expected to provide students with a range of learning assignments encompassing all areas of social work practice. 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

Learning Objectives/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.
- 1.2 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.
- 1.3 To develop and demonstrate the ability to professionally process ethical dilemmas.
- 1.4 To actively and responsibly participate in one's own learning by identifying advanced learning needs, seeking feedback and being open to the learning process.
- 1.5 To identify and apply theoretical concepts and principles and begin to formulate a theoretical framework for practice.
- 1.6 To demonstrate professionalism in appearance, conduct with clients/consumers and other professionals across systems, and in the planning, organizing and completion of all responsibilities.
- 1.7 To strengthen professional identity and participate in ongoing professional development.
- 2.6 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.

- 2.1 To develop an understanding of the concept of professional use of self and apply it by using professional knowledge, values and experience.
- 2.2 To initiate and develop interpersonal and professional relationships with colleagues and other agency personnel.
- 2.3 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 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.
- 3.4 To apply theoretical knowledge and practice skills to the planning phase of group development
- 3.5 To demonstrate advanced practice helping skills, including accurate empathy, joining, analyzing, attending, focusing, responding, partializing, directing, and reframing at multiple systems levels.
- 3.6 To identify and effectively respond to verbal and nonverbal barriers in social work practice, particularly at the individual, group and organizational levels.
- 3.7 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.
- 3.8 To gain advanced social work experience with both task and socialization/treatment groups.
- 3.9 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.
- 3.10 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.
- 3.11 To actively participate in the development of policy at the organizational and community levels.
- 3.12 To demonstrate an advanced understanding of services available in the agency and community and link client/constituents/agencies to necessary services.

- 3.13 To demonstrate professional skill in verbal and written reporting.
- 3.14 To complete the following minimum practice experiences: 3 individuals; 1 task group and 1 socialization/treatment group, and one organizational analysis.
- 4.1 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 Content

Upon confirmation of field practicum arrangements, all students are expected to establish and keep a regular schedule for attendance at their field agencies and a verifiable record of their hours. An orientation period is provided for students to become familiar with agency programs, policies, procedures and staff. Following this, the Field Instructor and student identify learning goals and practice assignments are chosen. A learning agreement is developed by approximately the fourth week of the practicum, which is reviewed by the faculty liaison. The learning agreement includes assignments that meet the goals and objectives of SWrk 282. It is updated and revised as necessary during the practicum.

Required Purchases

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.csufresno.edu/chhs/depts_programs/social_work

A. Material

- 1. Field calendar (available on line)
- 2. Advanced Learning Agreement (available on line)
- 3. Student Performance, Field Instructor, and Agency Evaluation Forms (available on line)
- 4. MSW 2 Field Manual (available on line)
- 5. Binder or Notebook for Journal/Evaluation of Practice Assignment

B. Reading

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

Method of Instruction:

Field instruction consists of weekly individual meetings for one hour with additional consultation as needed. Students are expected to (a) accept increasingly complex and challenging assignments; (b) practice in an increasingly autonomous fashion within the boundaries set by the practicum agency; (c) promptly consult with the Field Instructor and Faculty Liaison on any matter regarding the practicum that is presenting concerns. Students will receive both reading and writing assignments from their field instructors and are expected to complete these in a timely fashion. Students participate in evaluating their progress at the end of each semester of the practicum and also evaluate the field instructor's performance and the agency as a practicum site. Students are encouraged to avail themselves of in-service training or other staff workshops, staff meetings, use of agency library, etc. within the guidelines established by the Department of Social Work Education and the practicum agency.

Web-based Instruction/Blackboard:

Web-based instruction may take place at the agency as part of student training experiences. Students are expected to follow agency policy.

Grading Criteria

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.

Description of Exams/Major 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.
4. Maintain a weekly journal or complete evaluation of practice assignments as outlined in the semester learning agreements. The journal and/or assignments will be utilized as a mechanism to evaluate one's own practice. Journals are to be referenced and submitted to the faculty liaison at the mid-term and final points of each semester. A schedule for submitting the journal to the field instructor can be negotiated between the student and field instructor.

Course Policies

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

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 Madden Library, Room 1202 (278-2811).

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

Code of Academic Integrity – Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. Students 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.” For more information, refer to the Code of Academic Integrity – Honor Code, APM 236, www.csufresno.edu/aps/apm/236.pdf.”

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

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 an 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](#).

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Subject to Change

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

Field Integration Seminar Calendar
Social Work 282

(Biweekly)

WEEK	DATE	TOPIC
1		Introductions, Overview of Course Purpose and Content Orientation to Field Practicum
3		Development of the Advanced Learning Agreement Negotiating Appropriate and Required Learning Experiences
5		Multi Dimensional, Multi Systemic Assessment and Service Planning with Individuals, Groups, and Organizations
7		Advanced Practice with Individuals Applying Individual Practice Models and Methods
9		Advanced Practice with Formal Organizations Identifying Management Issues, Organizational Analysis
11		Advanced Practice with Groups Facilitating Group Process and Group Decision-Making
13		Evaluation of Practice at Individual, Group and Organizational levels
15		Termination

Social Work 282
Graduate Field Placement ADVANCED
LEARNING AGREEMENT Fall
Semester, _____

Student Information:

FIRST NAME	MIDDLE INITIAL	LAST
STREET ADDRESS	CITY	ZIP CODE
HOME PHONE	CELL PHONE	WORK PHONE
CAMPUS E MAIL ADDRESS		
FIELD PLACEMENT SCHEDULE	Winter Break Schedule	
ACADEMIC ADVISOR	PHONE	E MAIL ADDRESS

Agency Information:

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

Signatures:

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

Field Supervision:

DAY AND TIME OF SUPERVISION

Format (Minimum Requirement is one hour individual)

Backup/Emergency Supervision Plan

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

I. AGENCY OVERVIEW:

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

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

NOTE: Please use the right-hand column **for your own use during supervision** to document completion of assignments using a specific date of completion.

Professional Development	Date Completed
1. Participate actively and responsibly in weekly supervision by taking primary responsibility for developing an agenda for supervision.	
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.	
3. Articulate one's own theoretical framework for practice in the context of a formal case presentation or written summary.	
4. Identify and attend 2 professional development activities.	
5. Attend a professional organization meeting (i.e. NASW) and an activity in civic participation (i.e. Board of Supervisors meeting).	
6. Identify ongoing ethical dilemmas in your agency practice. Present a summary of the situation and engage in a critical analysis and a plan for resolution using an ethical decision- making model.	
7. Other Activities/Assignments:	
Multi Systems Social Work Practice	Date Completed
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.	
2. Complete the assessment of group members to form a task group and an intervention group.	
3. Conduct an organizational assessment of your field placement agency to identify an organizational challenge, problem, need or change opportunity. Discuss your assessment of the identified issue in supervision utilizing guidelines from SWrk 246.	
4. Participate in the mutual development of goals and service planning at the individual, group and organizational level.	
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.	
6. Plan and conduct one intervention group utilizing guidelines from SWrk 225.	
7. Plan and conduct one task group utilizing guidelines from SWrk 225.	
8. Complete 2 process recordings to evaluate advanced practice skills and ability to effectively respond to verbal and non- verbal barriers.	
9. Demonstrate skills in a minimum of 3 of the following advanced social work practice approaches: complex case management, solution-focused, ethnographic, narrative, group facilitation, constructive group decision-making, policy development, program design, organizational analysis. Document/monitor through observed practice, written summaries and agency presentations/consultations.	
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.	
11. Other activities/assignments.	
Evaluation of Practice	Date Completed

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	
2. Select and apply an appropriate research methodology to evaluate the effectiveness of a task group and/or a social/treatment group.	
3. Select and apply an appropriate research methodology to evaluate the effectiveness of a specific intervention with an organization or of an organizational process	
4. Other Activities/Assignments:	

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.

Other:

**Graduate Field
Placement
Learning Agreement
Addendum**

**PPS Credential Program
Competencies
School Social Work and Child Welfare and
Attendance**

Student Name: _____

Placement Agency: _____

Instructions: For each required program competency, the student lists the assignment(s) to be completed in order to fulfill the competency. This addendum is to be attached to the required graduate learning agreement for each semester of this academic year.

NOTE: Please use the right-hand column to document completion of assignments using a specific date of completion.

PPS Requirements	Date Completed
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.	
2. Completion of 450 clock hours of school social work field experience. Field placement hours shall be provided in at least two of four settings (preschool, elementary, middle, high school). Candidates pursuing the PPS credential in School Social Work and CWA must complete a minimum of 100 clock hours at each setting . Candidates pursuing the additional specialization in School Counseling must complete a minimum of 200 clock hours at each setting .	
3. Completion of 150 clock hours of field placement experience in child welfare and attendance. Ninety (90) clock hours must be school based; 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 (specify locations and hours): <ul style="list-style-type: none"> a. Child Welfare (8 hours): b. Juvenile Justice (8 hours): c. Medical (6 hours): d. Other (8 hours): 	
PPS Competencies	Date Completed
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.	

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.	
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.	
4. Candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologists, and nurses.	
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.	
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.	
7. Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources.	
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.	
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.	
10. Candidate demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance.	
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.	