

## **Social Work 283 Advanced Field Instructed Practice II**

(3 units)

### **Catalog Statement**

SWRK 283 Advanced Field Instructed Practice I (3). Prerequisites: S Wrk 282, concurrent enrollment in S Wrk 227, and S Wrk 247, and permission of Field Coordinator. 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).

### **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 283, the second 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 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):

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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 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.
- 1.2 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.
- 1.3 To demonstrate the ability to professionally process complex ethical dilemmas.
- 1.4 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.
- 1.5 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.
- 2.1 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.
- 3.9 To demonstrate professional skill in verbal and written reporting.
- 3.10 To complete the following minimum practice experiences: 3 individuals; 2 families, and one community needs assessment and action plan.
- 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, particularly at the group and community levels.
- 4.3 To demonstrate the integration of advanced concepts from the empirical literature on group and community intervention to inform practice and its evaluation.

- 4.4 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 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 sixth week of the practicum, which is reviewed by the faculty liaison. The learning agreement includes assignments that meet the goals and objectives of SWrk 283. It is updated and revised as necessary during the practicum.

### **Required Purchases**

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.csufresno.edu/chhs/depts\\_programs/social\\_work](http://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)
4. 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 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.

## **Description of Exams/Major 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.
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 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.

**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**

**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](http://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 283**

**(Biweekly)**

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC</b>
<b>1</b>		Introductions, Overview of Second Semester of Field Practicum
<b>3</b>		Development of the Advanced Learning Agreement Negotiating Appropriate and Required Learning Experiences
<b>5</b>		Multi Dimensional, Multi Systemic Assessment of Couples, Families and Community Needs; Action and Service Plans
<b>7</b>		Advanced Practice with Communities: Identifying and Analyzing Community Needs
<b>9</b>		Advanced Practice with Communities Applying Models of Practice to Community Problems
<b>11</b>		Advanced Practice with Couples and Families Utilizing Family Chronologies and Inter Generational Genograms Family Centered Practice
<b>13</b>		Evaluation of Practice at Couples, Family and Community Levels
<b>15</b>		Termination

**Social Work 283**  
**Graduate Field Placement ADVANCED**  
**LEARNING AGREEMENT Spring**  
**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	Spring 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



<b>Professional Development</b>	<b>Date Completed</b>
1. Demonstrate integration of core social work values (diversity awareness/cultural competence, social justice, and empowerment), professional theoretical frameworks and use of professional self through analysis in oral presentation or written documentation reviewed in supervision and/or through presentation to staff.	
2. Prepare and present for discussion either in supervision, or for formal consultation with other staff, an analysis of a complex ethical issue raised in one of your practice assignments.	
3. Explore professional licensure and/or post-graduate certification/training through discussion with field work supervisor and/or participation in related training activities (i.e. attend “Job Readiness” workshop on licensure, explore the BBS website, etc.).	
4. Develop a post-graduate professional development plan.	
5. Identify and demonstrate affiliation with the social work professional network and community by joining one or more professional groups (i.e. NASW), participation on local, regional, or state boards, or community stakeholder groups.	
6. Other Activities/Assignments:	
<b>Multi Systems Social Work Practice</b>	<b>Date Completed</b>
1. Complete a minimum of 2 multi-dimensional, multi-systemic assessments with couples/families utilizing an intergenerational genogram, family eco-map and timeline informed by guidelines from SWrk 227.	
2. To complete assignment in SWrk 247, identify a need in the community served by the field placement agency. Conduct an assessment of the needs and/or assets by gathering information from 3 sources (staff, community residents, clients, government officials, and/or other stakeholders.)	
3. Participate in the mutual development of goals and measurable objectives for service/action planning at the couples/family and community level.	
4. Provide advanced social work services to a minimum of 2 couples/families utilizing a family-centered approach to practice.	
5. Identify one model of community practice and apply it to address an identified need in the community.	
6. 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.	
7. 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.	

8. 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.	
9. Complete at least one formal case summary, policy analysis/recommendation or program evaluation report for presentation (e.g., to constituents, community).	
10. Other Activities/Assignments:	
<b>Evaluation of Practice</b>	<b>Date Completed</b>
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:

Field Instructor Initials:

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:

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**Catalog Statement**