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Introduction

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

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

This Manual was written to help you participate in the field instruction program. It provides general information about the program as well as guidelines for developing a Field Learning Agreement and evaluating student performance. The Manual is intended to be used as a resource, and to be referred to when needed. A major portion of the substance of field instruction cannot be portrayed on paper. While the Manual concentrates on the knowledge, values and skills that can be developed through field instruction, we believe that the growth process itself is equally important. Positive field instruction is a combination of a field instructor who is willing to teach and a student who is eager to learn and grow.
SECTION 1. Overview of Field Education

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

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

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

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

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

Goals of Field Internship
Learning opportunities in the field sequence are designed to enable social work interns:

a. To strengthen professional development, including advanced understanding and application of social work ethics and values to complex issues and an ongoing commitment to one’s own professional growth.
b. To develop an advanced working knowledge of and ability to assume professional roles and relationships within the multi systems contexts of the individual, families, groups, organizations and communities.

c. To develop advanced practice skills with individuals, families, groups, organizations and communities and apply a range of theoretically supported intervention strategies at multiple systems levels.

d. To strengthen skill in the evaluation of one’s own performance and practice.

e. To actively and continually integrate advanced multi systems practice knowledge and skill from the classroom into the advanced field practicum.

The specific learning objectives for SWRK 282 and 283 are outlined in the respective course syllabi which are contained in Section 2 of the Manual.
SECTION 2. Overview of Administration and Delivery of Field Education

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

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

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

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

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

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

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

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

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

Field Coordinator Roles and Responsibilities

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

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

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

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

Coordination and Placement of all Students:

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

Maintenance of the Present Field Placements:

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

Selection of New Placements

a. Follow up on requests by agencies for student placements by making visits and completing a study of the agency.
b. Follow up on placements proposed by students by visiting and studying the agency.
c. Have an Agency Placement Profile completed on all proposed new settings.
d. Have Field Instructor Profiles completed for all proposed field instructors and agency supervisors.
e. Present all proposed new placements to the Field Review and Certification committee for its review and certification.
f. Maintain policies and procedures for use of an agency as a field placement where the student is an employee of that agency.

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

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

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

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

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

Specific responsibilities include:

Development and Coordination of Evaluation Process of Field Sequence:

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

Coordination and Placement of all Students:

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

**Maintenance of Present Field Placements**

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

**Selection of New Placements**

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

**Coordination and Liaison between Supervisors**

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

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

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

**Field Review and Certification Committee**

*Membership: The Field Coordinator will act as the committee chair. The department chair will appoint three faculty members for three-year terms with no more than one member terminating membership in any one year, and three representatives of the practice community, generally*
agency field instructors. The faculty and field instructors appointed shall include at least one each who is experienced with or knowledgeable about the BA and the M.S.W. programs.

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

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

Procedures: The committee will develop its own procedures and schedules of meetings as is needed to carry out its responsibilities. The committee will form subcommittees and individual members will be assigned to chair the subcommittees as needed. Committee members may ask or may be asked to participate in on-site visits including meetings with field instructors, supervisors, agency representatives and students.

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

Responsibilities to the Department

1. Informs the Field Coordinator in a timely manner about any significant changes in the agency, the field experience, or individual student performance.

2. Describes and evaluates the educational opportunities within the agency after consulting with the field instructor and the agency administrator; provides the department with a written liaison report after each agency visit or significant contact within 2 weeks of the visit/contact.

3. Reviews the field evaluation with the field instructor and the student at the end of each semester; reports unsatisfactory or marginal performance to the Field Coordinator; and recommends a grade for the student with input from the field instructor.

4. Serves as principal liaison between the department and the agency including appropriate communication with its executive and/or training director about the total curriculum and the particular goals of field instruction.

5. Obtains information about agency programs and personnel which is given to the
Field Coordinator to assist in overall field program planning.

6. Consults with the Field Coordinator and the student’s educational advisor, when appropriate, as to the student’s progress and/or problems.

7. Reads and signs all student evaluations, evaluations of agency and field instruction completed by students, and provides feedback.

8. Evaluates the field placement and makes recommendations to the Field Coordinator.

9. Makes annual recommendations to the Field Coordinator as to the suitability of the agency and the field instructor for continued participation in the field instruction program.

10. Provides field instructor training and student field seminars as assigned.

**Responsibilities to the Agency:**

1. Informs the agency of the department’s expectations regarding the content and structure of field instruction and aids the agency and the field instructor in planning and implementing this content.

2. Confers with the agency about student assignments for the coming year; available field instructors, and educational opportunities; communicates the result of this conference in writing to the Field Coordinator at the end of spring semester.

3. Communicates with field instructors about the department’s curriculum and any changes in the program.

4. Consults with the agency on the development of a student training program that includes individual student learning agreements and participates in final evaluation conferences.

5. Keeps the agency informed and up-to-date on the educational program of the department and provides information about student’s past work experiences, educational background and current academic progress.

6. Suggests learning experiences and assignments which would facilitate student’s meeting expectations. Clarifies level of performance expected.

7. Advises field instructor of the importance of: (1) making expectations clear to the student; (2) providing regularly scheduled supervision; (3) encouraging student responsibility for own learning; and (4) maintaining on-going evaluative feedback to the student regarding his/her progress.

8. Makes periodic visits (2 times each semester) and calls to review field learning agreement and learning progress.
9. Is available as a resource in the evaluation of the student and in the resolution of problems.

10. Is available to the field instructor and/or student(s) or others for immediate consultation and conflict mediation when requested.

**Responsibilities to the Student:**
1. Prepares the student for the field placement and orients him/her to field instruction.

2. Visits the agency twice each semester, routinely, and more often as necessary.

3. Confers with the student and the field instructor about the student’s experience and performance in accordance with the department’s educational expectations.

4. Helps the student resolve problems related to field instruction (e.g., difficulties with supervision, learning blocks, conflicts with the agency).

5. Evaluates the student’s progress in consultation with the student and the field instructor.

6. Clarifies department’s expectations as to what the student should know and be able to do when he/she completes the field placement.

**Faculty Field Instructor Role and Responsibilities**

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

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

**Agency Field Instructor Role and Responsibilities**

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

**The Field Instructor’s Function and Responsibilities to the Department**
1. Coordinates with the department to provide field instruction that complements and augments classroom learning.

2. Maintains an ongoing evaluation of each student’s progress and prepares a written summary of the student’s performance at the mid-term and the end of each semester (See Section 7).
3. Keeps the faculty liaison informed about the student’s progress and raises questions as needed; promptly advises the liaison of concerns regarding student’s performance, grading, and evaluation, after discussing them first with the student.

4. Provides feedback to the department about various components of the curriculum and the appropriateness of the placement; helps plan for the future use of the placement.

5. Completes mandatory one-time online training and attends periodic department sponsored field instructor meetings

6. Provides the department with an up-to-date resume.

7. Maintains a file of student work and recordings.

**The Field Instructor’s Function and Responsibilities to the Student:**

1. Orient the student to the agency including its philosophy, funding sources, and target populations; informs the student about the strengths and weaknesses of the agency and the community’s service delivery system.

2. Assumes overall responsibility for the student’s educational experiences and coordinates the student’s involvement with other agency staff members.

3. Schedules a one hour weekly conference with each student as protected time for field teaching, educational support, and administrative supervision; makes additional time available to the student as needed.

4. Helps the student develop the Foundation Field Learning Agreement each semester and provides regular feedback to the student about his/her performance in the field (see Section 6).

5. Provides an educational climate that challenges the student to expand his/her professional skills, knowledge, and values.

6. Advocates for the student to gain access to learning experiences within the agency and the professional community.

7. Arranges for the student to participate in selected agency activities (e.g., board meetings, committees, conferences, in-service training.)

8. Assists the student to meet professional responsibilities and use time appropriately.

9. Helps the student integrate theory with practice.
Field Instructor Qualifications:

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

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

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

Field Instructor Expectations:

1. Be able to identify own learning style, and assess student’s as similar or different, developing learning experiences adapted to the needs and pace, abilities, etc. of student in a systematic manner, gradually, for example, expecting more as students know and can do more.

2. Preferably have had good instruction in his/her own training, and while perhaps using that as a starting point, be able to see that a different model might suit current needs better. Where field instructor had poor or negative field experience he/she understands how this might have affected his/her motivation, interest, and style of instruction.

3. Be interested and willing to take the time to familiarize him or herself with the department’s program, how it has changed or is changing; attend meetings and be willing to contribute to the department beyond instruction of students placed.
4. Be willing to go over the field instruction outline and assess what, in its comprehensive contents, he/she will or will not be able to provide. If placement is limited in some respects, is he/she willing to develop some supplementary experiences?

5. In terms of social work roles, beliefs and values, adhere to the code of ethics, and be able to differentiate teaching roles clearly from staff supervisory ones.

6. Be able and willing to teach effectively, students whose backgrounds, race, religion, personal philosophy, etc., differ from his/her own.

7. Be clear about own motivation for doing field instruction, willing and able to give the time and attention needed.

8. Be clear about expectations: how much or how little structure to provide, how much or how little independence of action for the student(s), reciprocal responsibilities clearly understood and consistently honored by all parties.

9. Finally, the field instructor should strive to meet all deadlines and provide feedback, input, etc., to the department. Those who find that their work responsibilities change during the placement, or come to interfere in unexpected ways with field teaching, should let the faculty liaison know so that the department may try to help in effecting adjustments and maintaining a quality educational experience for the students.

**Seven Dimensions of the Field Instructor Role:**

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

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

3. **Modeling Job Skills.** Provides a model of professional social work skills, judgment, and values in action. Allows students to see and analyze professional work. **Methods:** sharing and discussing samples of the field instructor’s work and/or that of other professionals in the agency (case records, reports, tapes, direct observation), and working together on practice tasks with time for processing.

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

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

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

7. **Providing support.** Frequently communicates interest in the student’s progress. Communicates openness to student’s request for assistance. Provides helpful perspectives regarding student’s emotional reactions to practice situations. **Methods:** providing opportunities for students to share relevant personal reactions, sharing reactions and needs for assistance and facilitating mutual support among a group of interns. (Johnson, Reitmeir and Rooney, 1988.)
## SECTION 3. Field Education and Practice Curriculum

### EPAS Competencies & Advanced Practice Behaviors

**CALIFORNIA STATE UNIVERSITY, FRESNO**  
**Department of Social Work Education**  
**Council on Social Work Education**  
**EPAS (Educational Policy and Accreditation Standards) Competencies & DSWE ADVANCED PRACTICE BEHAVIORS**

<table>
<thead>
<tr>
<th>Policy</th>
<th>Competency</th>
<th>MSW Advanced Practice Behaviors</th>
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</table>
| **2.1.1** | Identify as a professional social worker and conduct oneself accordingly. | 1) Demonstrate professional use of self in specific multi systems level interventions.  
Knowledge/values: Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.  
2) Demonstrate commitment to ongoing professional development by understanding one’s professional strengths, limitations, challenges and needs, including self-awareness. |
| **2.1.2** | Apply social work ethical principles to guide professional practice. | 1) Employ strategies of ethical decision-making to multi systems practice and research.  
Knowledge/values: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.  
2) Manage personal biases as they intersect with professional knowledge, values and laws in social work practice |
| **2.1.3** | Apply critical thinking to inform and communicate professional judgments. | 1) Complete comprehensive assessments using a multi systems perspective.  
Knowledge/values: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.  
2) Provide effective verbal and written communication-in transdisciplinary settings. |
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<th>Policy</th>
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<tbody>
<tr>
<td>2.1.4</td>
<td>Engage diversity and difference in practice. &lt;br&gt;<strong>Knowledge/values:</strong> Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</td>
<td>1) Demonstrate depth in critical analysis of the intersectionality of diversity factors. &lt;br&gt;2) Effectively implement multi systems level interventions that are culturally congruent with the needs of diverse populations.</td>
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<tr>
<td>2.1.5</td>
<td>Advance human rights and social and economic justice. &lt;br&gt;<strong>Knowledge/values:</strong> Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</td>
<td>1) Apply knowledge of intersectionality and oppression to guide intervention at multi systems levels. &lt;br&gt;2) Implement advanced practices at multi systems levels that promote human rights and social and economic justice</td>
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<tr>
<td>2.1.6</td>
<td>Engage in research-informed practice and practice-informed research. &lt;br&gt;<strong>Knowledge/values:</strong> Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand</td>
<td>1) Use advanced practice experiences to inform research at multi systems levels. &lt;br&gt;2) Apply research methods to evaluate multi systems social work practice processes and outcomes.</td>
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<td>Policy</td>
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<tr>
<td>2.1.7</td>
<td><strong>Apply knowledge of human behavior and the social environment.</strong>&lt;br&gt;&lt;br&gt;<strong>Knowledge/values:</strong> Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</td>
<td>1) Synthesize and differentially apply theories of human behavior and the social environment to guide practice at multi systems levels.</td>
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<tr>
<td>2.1.8</td>
<td><strong>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</strong>&lt;br&gt;&lt;br&gt;<strong>Knowledge/values:</strong> Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</td>
<td>1) Apply current models of advanced policy practice to micro and macro assessments, prevention and intervention. 2) Engage in advocacy that advances social and economic well-being on a regional, state, national and/or international level.</td>
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<tr>
<td>2.1.9</td>
<td><strong>Respond to contexts that shape practice</strong>&lt;br&gt;&lt;br&gt;<strong>Knowledge/values:</strong> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</td>
<td>1) Recognize and assess the context for practice and intervene based on identified socioeconomic, cultural, and technological changes that impact multi systems practice. 2) Demonstrate initiative in responding to socioeconomic and political contexts that affect practice.</td>
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<td>Policy</td>
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<tr>
<td>2.1.10 (a)-(d)</td>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organization and communities</td>
<td><strong>Knowledge/values:</strong> Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</td>
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<tr>
<td>2.1.10(a)</td>
<td>Engagement Social Workers</td>
<td>1) Demonstrate effective engagement with consumers/stakeholders at multi systems levels utilizing advanced strengths based approaches. 2) Facilitate mutual learning at multi systems levels in planning interventions.</td>
</tr>
<tr>
<td>2.1.10(b)</td>
<td>Assessment Social Workers</td>
<td>1) Demonstrate the ability to systematically assemble and interpret assessment data, using multi systems level assessment tools. 2) Demonstrate continuous assessment and collaboration at relevant systems levels for the development of specific practice outcomes.</td>
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<td>Policy</td>
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<td>2.1.10(c)</td>
<td>Intervention</td>
<td>1) Identify and critically evaluate, select, and apply best practices and evidence-based interventions at multi systems levels.</td>
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<tr>
<td></td>
<td>Social Workers</td>
<td>2) Demonstrate collaboration with consumers/stakeholders and/or professionals to address complexities and facilitate sustainable interventions.</td>
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<tr>
<td>2.1.10(d)</td>
<td>Evaluation</td>
<td>1) Identify, critically evaluate, select and apply methods for evaluation of practice.</td>
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<tr>
<td></td>
<td>Knowledge/values:</td>
<td>2) Use practice outcomes to modify interventions and increase effectiveness at multi systems levels.</td>
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SWRK 282 (Fall) Advanced Field Instructed Practice I

SYLLABUS FOR ADVANCED FIELD INSTRUCTED PRACTICE I
(SWRK 282)

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<tr>
<th>Fall</th>
<th>California State University, Fresno</th>
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<tr>
<td>Course Information</td>
<td>Instructor Name</td>
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<td>Website</td>
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**Course Description:**
SWRK 282 Advanced Field Instructed Practice (3). First of two semesters applying advanced theories and concepts in field instructed practice with individuals, families, groups, formal organizations and communities. Approved for RP grading. CR/NC grading only. (Formerly SWRK 251)

**Prerequisites for the Course:**
SWRK 281; concurrent enrollment in SWRK 224, 225, and 246; and permission of the Field Coordinator.

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

A. Material

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

B. Reading

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

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

**Course Goals:**

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

1. To strengthen professional development, including advanced understanding and application of social work ethics and values to complex issues and an ongoing commitment to one’s own professional growth. (EPAS 2.1.1, 2.1.2)
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. (EPAS 2.1.1, 2.1.3, 2.1.5, 2.1.7, 2.1.9, 2.1.10 a-c)
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. (EPAS 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8, 2.1.9, 2.1.10 a-c)
4. To strengthen skill in the evaluation of one’s own performance and practice. (EPAS 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.9, 2.1.10 d)
5. To actively and continually integrate advanced multi systems practice knowledge and skill from the classroom into the advanced field practicum. (EPAS 2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.10 b & c)

**Student Learning Outcomes:**

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

1.1 To articulate and identify with the value orientation, roles and activities of social workers as different from other professionals. (2.1.1, PB 1, 2.1.2, PB 2)
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. (2.1.1, PB 1, 2.1.2, PB 2)
1.3 To develop and demonstrate the ability to professionally process ethical dilemmas. (2.1.2, PB 1)
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. (2.1.1, PB 2)
1.5 To identify and apply theoretical concepts and principles and begin to formulate a theoretical framework for practice. (2.1.1, PB 2)
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. (2.1.1, PB 1)

1.7 To strengthen professional identity and participate in ongoing professional development. (2.1.1, PB 2)

2.1 To understand and practice a multiplicity of professional roles in the delivery of social work services from a multi systems and global perspective: advocate, broker, case manager, community organizer, counselor/therapist, consultant, facilitator, mediator, policy analyst, policy developer, supervisor and researcher. (2.1.5, PB 1 & 2, 2.1.7, PB 1, 2.1.9, PB 1, 2.1.10 (c), PB 1)

2.2 To develop an understanding of the concept of professional use of self and apply it by using professional knowledge, values and experience. (2.1.1, PB 1)

2.3 To initiate and develop interpersonal and professional relationships with colleagues and other agency personnel. (2.1.7, PB 1, 2.1.9, PB 2, 2.1.10(a), PB 1)

2.4 To participate appropriately in interdisciplinary consultation and collaboration to further client/consumer goals and objectives. (2.1.10(b), PB 2, (c) PB 2)

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. (2.1.3, PB 1, 2.1.4, PB 1, 2.1.7, PB 1, 2.1.9, PB 1, 2.1.10(b), PB 1)

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). (2.1.7, PB 1, 2.1.10(b), PB 1)

3.3 To engage clients/constituents in the process of problem identification, goal determination and service planning. (2.1.3, PB1, 2.1.4, PB 2, 2.1.5, PB 1, 2.1.10(a), PB 1, (b), PB 2, (c) PB 2)

3.4 To apply theoretical knowledge and practice skills to the planning phase of group development. (2.1.4, PB 2, 2.1.5, PB 1, 2.1.7, PB 1, 2.1.10(c), PB 1)

3.5 To demonstrate advanced practice helping skills, including accurate empathy, joining, analyzing, attending, focusing, responding, partializing, directing, and reframing at multiple systems levels. (2.1.10(a), PB 1, (c) PB 1 & 2)

3.6 To identify and effectively respond to verbal and non verbal barriers in social work practice, particularly at the individual, group and organizational levels. (2.1.3, PB 2, 2.1.10(a), PB 1, (c) PB 2)

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. (2.1.4, PB 2, 2.1.5, PB 1 & 2, 2.1.8, PB 1 & 2, 2.1.9, PB 1, 2.1.10(c), PB 1)

3.8 To gain advanced social work experience with both task and socialization/treatment groups. (2.1.10(c), PB 1)

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. (2.1.3, PB 2, 2.1.7, PB 1, 2.1.9, PB 1)

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. (2.1.3, PB 1, 2.1.8, PB 1)

3.11 To actively participate in the development of policy at the organizational and community levels. (2.1.5, PB 1, 2.1.8, PB 2, 2.1.9, PB 2)
3.12 To demonstrate an advanced understanding of services available in the agency and community and link client/constituents/agencies to necessary services. (2.1.4, PB 2, 2.1.4, PB 1, 2.1.5, PB 1, 2.1.10(b), PB 2, (c) PB 2)

3.13 To demonstrate professional skill in verbal and written reporting. (2.1.3, PB 2)

3.14 To complete the following minimum practice experiences: 3 individuals; 1 task group and 1 socialization/treatment group, and one organizational analysis. (2.1.3, PB 1, 2.1.4, PB 1, 2.1.5, PB 1, 2.1.7, PB 1, 2.1.10(c), PB 1)

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. (2.1.1, PB 2, 2.1.2, PB 2, 2.1.10(d), PB 1)

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. (2.1.4, PB 1 & 2, 2.1.5, PB 1, 2.1.6, PB 1, 2.1.9, PB 1, 2.1.10(d), PB 1 & 2)

4.3 To demonstrate advanced use of both qualitative and quantitative methods to evaluate the effectiveness of one’s practice. (2.1.6, PB 2, 2.1.10(d), PB 1)

5.1 To participate in a biweekly field integration seminar. (2.1.1, PB 2)

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. (2.1.3, PB 1, 2.1.6, PB 1, 2.1.10(b), PB 2, (c), PB 1, (d) PB 1)

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. (2.1.4, PB 2, 2.1.5, PB 1, 2.1.7, PB 1, 2.1.8, PB 1 & 2, 2.1.10(c), PB 1)

Course Requirements/Assignments:

The following are specific assignments for SWRK 282:

1. Attend internship according to the established practicum schedule and successfully complete 300 hours of internship per semester.
2. Attend biweekly field integration seminar.
3. Develop a learning agreement which is due to the Field Coordinator by the fourth week of field placement and includes specific learning assignments congruent with the educational goals and objectives of SWRK 282.
4. 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.

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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>9/22/17</td>
<td>Learning agreement</td>
<td>N/A</td>
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<tr>
<td>10/11/17</td>
<td>Mid-term Evaluation</td>
<td>N/A</td>
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<tr>
<td>12/6/17</td>
<td>Final Evaluation</td>
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Grading Policy:

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

Readiness to Begin Internship: Work for any incompletes in prerequisite courses for the field internship must be submitted by the 10th day of instruction in the fall semester or the student will be withdrawn from the internship and co-requisite practice courses. In addition, some agencies require interns to complete screening or orientation/trainings during the summer prior to beginning the internship. Students who fail to complete these processes and, as a result, are unable to begin the internship as scheduled in the fall, will be allowed no more than 3 weeks to clear requirements and begin internship. Delays beyond 3 weeks will result in administrative withdrawal from internship and the co-requisite practice courses. Replacement will only be considered when the delay is due to significant, extraordinary factors that were beyond the student’s control.

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

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

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

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

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

University Policies and Services:

Policy on 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.

Policy on 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).

University Computer Requirement:

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

Disruptive Classroom Behavior:

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

Copyright Policy:

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

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

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

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

SUBJECT TO CHANGE STATEMENT

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

STUDENT HANDBOOK

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

**Fall 2017**

**Field Integration Seminar Calendar**  
**Social Work 282**

(Biweekly)

<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introductions, Overview of Seminar Purpose and Content Organizing into Two Sections</td>
</tr>
</tbody>
</table>
| 2     |      | Development of the Advanced Learning Agreement  
Discussion Topics:  
• Planning and Negotiating Appropriate and Required Learning Experiences  
• Planning and Preparing to Engage in Peer Consultation |
| 3     |      | Peer Consultations |
| 4     |      | Peer Consultations |
| 5     |      | Peer Consultations |
| 6     |      | Peer Consultations |
| 7     |      | Peer Consultations |
| 8     |      | Discussion Topic: Termination, Seminar Evaluations |
Course Description: This course is designed to prepare the student interested in social work practice with individuals with knowledge for sophisticated assessment and intervention. Within the framework of a competency-based assessment and treatment model, students will learn about adaptive and maladaptive behavior, the signs and symptoms of psychopathology, and the practical applications of diagnostic classification, as well as its limitations and misuses. Students will be apprised of the controversies and changes underway in mental health theories and diagnosis, how this manifest in practice, and the integral role social work professionals must play in the ongoing evolution of theory and practice. Students will be expected to evaluate their own practice with individuals in the context of social work values and ethics, and to contribute to the development of agency and institutional practices which promote social justice and the empowerment of their clients in a diverse regional and global community.

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

Required Course Materials:


Recommended Texts

Course Goals and Primary Learning Outcomes
Course Goals

1. To understand, critically evaluate, and utilize the current classification system of mental and emotional disorders, DSM-5, in a socially just, empowering manner which recognizes and responds to the reciprocal effects of macro issues on micro practice and vice versa. EPAS 2.1.5, PB2; EPAS 2.1.10b, PB1, EPAS 2.1.10, PB1;

2. To understand, critically analyze, and apply the major theories that guide advanced social work practice with individuals, including the general concepts of evidence-informed practice and the role of the “common factors” in the relationship between social worker and client. EPAS 2.1.6, PB1; EPAS 2.1.10c, PB1;

3. To understand and apply current interventions with individuals which are specifically designed in response to the needs of multi-cultural and oppressed populations, at multi-systems levels. EPAS 2.1.4, PB1&2;

4. To use at an advanced level, evaluation tools, self-awareness, and the process of supervision/consultation in the service of empowering, culturally competent practice with individuals. EPAS 2.1.10d, PB1&2.

Learning Outcomes

1.1 To understand the evolution of the DSM classification system, the issues and controversies involved, and the contributions of the social work profession to the process. EPAS 2.1.3, PB1;

1.2 To understand and critically evaluate the content of the DSM-5 and be able to utilize it in the diagnosis of individual clients in an empowering manner. EPAS 2.1.3, PB1&2;

1.3 To apply the Mental Status Examination and related instruments in the assessment process, including the written component of an assessment report. EPAS 2.1.10b, PB1;

1.4 To apply a comprehensive competency-based, multi-dimensional assessment model, which incorporates biological, psychological, social, cultural and spiritual components, to individual clients and their contexts. EPAS 2.1.10b, PB1;

2.1 To understand the evolution of psychodynamic theory into its current forms of ego psychology, object relations, self-psychology, and intersubjectivist approaches, and be able to apply them to practice with individuals. EPAS 2.1.3, PB2;

2.2 To understand the evolution of learning theory into its current forms of self-efficacy, cognitive and multi-modal behavioral therapy, and be able to apply these theories in advanced practice with individuals. EPAS 2.1.3, PB2;
2.3 To understand current integrative theories and be able to apply them in clinical practice, including research on psychotherapy outcomes, the “common factors,” and the strengths and limitations of evidence-based treatments. EPAS 2.1.3, PB 2; 2.1.6, PB2; EPAS 2.1.7, PB1;

2.4 To understand the status of current knowledge concerning neurobiological bases of mental and emotional disorders, the role of medication in their treatment, and the role of the social work professional in clients’ understanding, decision to utilize, comply with, and communicate about their responses to medical interventions. EPAS 2.1.3, PB2; EPAS 2.1.10c, PB1;

3.1 To understand the basic tenets of a multicultural approach to advanced social work practice with individuals, including the role of culture in the mental health assessment and intervention process and ethical standards for culturally competent skills. EPAS 2.1.2, PB1 & 2; EPAS 2.1.4, PB1&2; EPAS 2.1.10, PB1&2;

3.2 To understand the basic tenets of an empowerment approach to social work practice, including the nature and effects of oppression, the participatory nature of the client/consumer role in the intervention process, and the characteristics of strengths-based practice. EPAS 2.1.4, PB1&2; EPAS 2.1.5, PB1&2; EPAS 2.1.10a; PB1;

3.3 To understand and be able to utilize solution-focused, ethnographic and narrative approaches to social work with individuals. EPAS 2.1.3, PB2; EPAS 2.1.7, PB1;

3.4 To understand and be able to collaborate with natural healers and utilize culture-specific and international practices, such as healing rituals, music, art and other non-verbal interventions in work with individual clients, using both quantitative and qualitative methodologies. EPAS 2.1.4, PB1 & 2; EPAS 2.1.9, PB2

4.1 To conduct ongoing process and summative evaluations of professional service in a mutual, collaborative process with clients and client systems. EPAS 2.1.10c, PB2; EPAS 2.1.10d, PB1;

4.2 To demonstrate increased depth of self-reflection in the context of an ongoing supervisory relationship, understanding and examining the processes of transference and countertransference as essential components of evaluating the helping relationship. EPAS 2.1.1, PB1; EPAS 2.1.3, PB2;

4.3 To engage in consultative processes in multi-disciplinary settings and with professional social work peers. EPAS 2.1.10a, PB1.

Course Specifics

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

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

Web-based Instruction/Blackboard:

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

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

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

**Examinations and Major Assignments**

**Take Home Assignments:** (4 @ 10pts each=40 points) Along with the material presented in class on most weeks, a take-home assignment will be given, applying class material to specific advanced theoretical and interventions challenges involved in social work with individuals. Students will be expected to demonstrate their ability to apply theoretical concepts, assessment, and practice skills in the field, to describe their practice in writing, to critically analyze the effectiveness of their interventions, and to demonstrate increased personal awareness of strengths and weaknesses through reflective writing, utilizing the departmental mission pillars and applying the NASW Code of Ethics to complicated practice challenges.
Thought Provoking Questions: (4 @ 10 pts each=40 points) This assignment requires four (4), briefly written responses to questions regarding the readings in the Brandell and Petrovich & Garcia texts assigned for the week. These will be unscheduled assignments and handed out at random times during the semester. Each student will be expected to hand in their work at the end of the class session in which the assignment was due. We will use these to augment the student led discussions for each class. At the end of class each student will submit the document to the instructor. A score of 0-10 points will be awarded commensurate with your succinct thoroughness in response to each question. This is principally a GUIDE for reading and class discussion.

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

Audiotaping Assignment: (30 points) This assignment requires an audiotape of student practice, peer consultation, mutual peer ratings, oral feedback, and a written reflection statement. Students will be given specific written instructions for the completion of this assignment. Both the audiotapes and written ratings and reports must be turned in in order to obtain credit. Note: With prior permission from the instructor, students may elect to videotape this assignment for observation and feedback from peers, if desired, and if time permits.

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

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

Grading
Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:
Subject to Change Statement
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

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

Make/up/Late Paper Policy: Assignments that are not turned in to the instructor on the due date and time specified on the syllabus will automatically be reduced by one whole letter grade. All assignments must be turned in within one week of the due date or they will not be accepted by the instructor. Exceptions to this rule are at the discretion of the instructor and will be granted only for rare, extenuating circumstances of compelling reasons that can be documented. An assignment or exam may be made up only if absence is due to extenuating circumstances of compelling reasons and at the instructor’s discretion. The student is responsible for notifying the instructor regarding an absence in advance and making arrangements to turn in the assignment.
Use of electronic devices (pagers, cell phones, etc.): To minimize class disruptions, please turn these devices off during class. If you are required to be “on-call,” please advise me at the beginning of class, turn off the “audio,” and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture, etc. Web surfing and reading e-mail during class are not allowed.

University Policies
Students with Disabilities:

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

Honor Code:

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

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

b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism

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

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

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

Disruptive Classroom Behavior

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

Copyright Policy

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

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

For free tutoring on campus, contact the Learning Center
http://fresnostate.edu/studentaffairs/lrc in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at (559) 278.3052.

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

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Bibliography


## SYLLABUS FOR SEMINAR IN ADVANCED SOCIAL WORK PRACTICE WITH TASK AND TREATMENT GROUPS (SWRK 225)

<table>
<thead>
<tr>
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<th>Fresno State</th>
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<tr>
<td>Course Information</td>
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<td>Website</td>
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### Catalog Statement
Analysis and application of the theories, principles and techniques of skill used in task and treatment groups.

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

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

### Required Textbooks and Materials


### Highly Recommended Texts


*All Texts are Available on Reserve at the Library*
COURSE SPECIFICS:

Course Goals

1. To provide students with an historical overview of social group work practice and an understanding of the underlying ethical value base, theories, and concepts relevant to the practice of a multisystems social group work approach. EPAS2.1.2, PB1 & 2, EPAS2.1.7, PB1, EPAS2.1.10a, PB1; EPAS2.1.10c, PB1

2. To enable students to gain advanced knowledge of small group dynamics and social work skills with both task and treatment groups within a multisystems perspective. EPAS2.1.1, PB1; EPAS2.1.3, PB2; EPAS2.1.6, PB1; EPAS2.1.10c, PB1

3. To promote student understanding of the effects of socioeconomic status, gender, ethnicity, race, and other group composition factors on the functioning of the small group and to apply this foundation knowledge of human diversity, social justice and empowerment to the development of group practice skills. EPAS 2.1.4, PB1 & 2; EPAS2.1.5, PB1; EPAS2.1.10a, PB1

4. To enable students to evaluate their leadership and facilitative social work group practice skills as well as member interaction through the use of in-class laboratory experiences and the integration of class content and a group practicum experience. EPAS2.1.10d, PB1,

Learning Outcomes

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

1.1 Identify the historical roots and ethical value base of social work with groups and its development in the social work profession. EPAS2.1.1, PB1

1.2 Explain, compare, contrast and critically assess various theoretical bases including the social systems perspective for social work practice with small groups (e.g., psychodynamic, learning, field, social exchange, Sullivan). EPAS2.1.3, PB2; EPAS2.1.7, PB1,

1.3 Identify and compare the various models of task and treatment groups. Task groups would include teams, treatment conferences (i.e., staffing), committees and social action groups; treatment groups would include therapy, support, education and socialization. EPAS2.1.3, PB2; EPAS2.1.6, PB1,

1.4 Critically evaluate, integrate and utilize the theoretical and conceptual knowledge base in the classroom and the field practicum. EPAS2.1.3, PB2; EPAS2.1.7, PB1
1.5 Analyze the classroom and field groups in relation to norms, roles, communication patterns, power and status, and other aspects of multisystems group dynamics. EPAS2.1.6, PB1; EPAS2.1.7, PB1,

1.6 Identify and apply the various phases of worker tasks and interventions starting with the planning phase, including the beginning, middle, and the termination phase with an understanding of the need for ongoing assessment and evaluation. EPAS2.1.3, PB2; EPAS2.1.10d, PB1 & 2

2.1 Participate in and develop effective membership, leadership, communication, and observational skills in the classroom group experience as they might apply at multiple system levels. EPAS2.1.10a, PB1

2.2 Integrate and evaluate the development of group skills in the group experience in the field practicum. EPAS2.1.10d, PB1

2.3 Demonstrate an understanding of a selected social group work practice modality (e.g. nominal group technique), issue (e.g. mediation, grief management), or special population (e.g. sexual abuse victims), and engage the class in relevant experiential activities. EPAS2.1.3, PB2; EPAS2.1.10a, PB1,

2.4 Evaluate classroom and field group experiences in relation to various models of stages of group development (e.g., Tuckman, Garland, Jones, Kolodny). EPAS2.1.10d, PB1

3.1 Analyze the effects of diversity (e.g., gender, race and class) in planning for task and treatment groups as well as the dynamics and structure of the classroom experience, and the field practicum group. EPAS2.1.3, PB2, EPAS12.1.4, PB1

3.2 Understand the use of empowerment models and processes in via shared leadership and facilitation skills in task and treatment groups (e.g., therapeutic healing, consciousness raising, social action, self-help) and their applicability to working with oppressed and marginalized groups. EPAS2.1.4, PB1; EPAS2.1.10a, PB1

4.1 Utilize a skills development inventory to assess student’s own group skills at the beginning, middle and ending phases of the class group experiences. EPAS2.1.3, PB2; EPAS2.1.10d, PB1

4.2 Demonstrate ability to give and take feedback by giving meaningful feedback to group members and incorporating feedback on one’s own group skills development. EPAS2.1.1., PB2; EPAS2.1.3, PB2;

4.3 Practice and evaluate student’s own leadership/membership skills in a small group experience in the field practicum. EPAS2.1.10c, PB1; EPAS2.1.10d, PB1

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

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

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

1) Submit a plan to professor to conduct a Psychoeducation Simulation group in class and receive feedback from professor; see Handout for directions. Due 2 weeks before class Simulation.

2) Conduct a Psychoeducation Simulation Group in class

3) Submit a Brief Paper on your experience/reflections in conducting the Simulation Group. Due 1 week after the Simulation Group.

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

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

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

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

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

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

**All written assignments must apply APA format:**

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

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

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

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

**Grading Policy**

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

<table>
<thead>
<tr>
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<tr>
<td>93-100</td>
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<td>59 or below</td>
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**Evaluative Criteria**

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

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

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

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

**Presentation:** Attention should be given to sentence structure, spelling and grammar. Formatting and style should reflect APA guidelines. To avoid plagiarism, all sources for ideas and direct quotations of others must be documented and cited/referenced according to APA style.
• "B" indicates very good quality work on two of the above three components, but deficiencies are present in one of the above three components (content, organization, or presentation).
• "C" indicates very good work on one of the above three components.

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

Assignment and Examination Schedule

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Activity</th>
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<tr>
<td>Joint Review</td>
<td>Self-Rating/Class Participation &amp; Timeliness (e.g., 4 Psychoeducation Group Simulations, Debrief Role)</td>
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<td></td>
<td>Mid-Term Paper</td>
<td>25</td>
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<td>3 Group Role Play Process Observations Assignment.</td>
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Course Policies & Safety Issues

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

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

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

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

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

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

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

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

**Cheating and Plagiarism:**

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

Computers:

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

Disruptive Classroom Behavior:

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

Copyright Policy:

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

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

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referred to it if you believe they need the services provided by SupportNet to succeed in your
course.

Subject to Change Statement

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circumstances. If you are absent from class, it is your responsibility to check on announcements
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Student Handbook

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Fresno State Student Handbook web page. The web page is located at:
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Bibliography


SWRK 246 Seminar in Advanced Social Work Practice with Formal Organizations

SYLLABUS FOR SEMINAR IN ADVANCED SOCIAL WORK PRACTICE WITH FORMAL ORGANIZATIONS (SWRK 246)

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<td>Website</td>
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</table>

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

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

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

Required Textbooks and Materials

Supplemental Textbook (optional):

(This text will be provided by instructor)

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

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

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

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

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

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

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

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

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

<table>
<thead>
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<th>Points</th>
<th>Grade</th>
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<tr>
<td>90 – 100</td>
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<td>C</td>
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<td>60 – 69</td>
<td>D</td>
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<tr>
<td>50 – 59</td>
<td>F</td>
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</table>

C, D, & F papers may be rewritten.

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

### Course Goals and Primary Learning Outcomes

#### Course Goals

1. To apply social work values and ethical principles that promote advocacy for social justice, cultural competency, and empowerment within the context of an organization setting. EPAS 2.1.2, PB1; 2.1.4, PB2; 2.1.8, PB2

2. To accurately assess within the context of a multi-systems approach and a theoretical framework, client needs, the organization’s external environment, and the organization’s internal strengths and weaknesses and develop appropriate service delivery plans. EPAS 2.1.3, PB1; 2.1.5, PB1; 2.1.7, PB1; 2.1.9, PB1; 2.1.10b, PB2

3. To understand and apply within the context of a multi-systems approach sound management practices for organizational leadership, staff supervision, resource allocation, team-building program development, external relations, and evaluation. EPAS 2.1.6, 2.1.10a, PB2; 2.1.10c, PB1; 2.1.10d, PB1

#### Learning Outcomes

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

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

1.3 Advocate for changes in programs and policies including assessing, strategy selection, strategy implementation and evaluation in order to improve service delivery and achieve social justice. 2.1.8, PB2

2.1 Understand the interconnections between individual, group, family, community, and socio-political systems and the organization in perpetuating or ameliorating the problems and/or marginalization of individual clients. EPAS 2.1.5, PB1; 2.1.9, PB1

2.2 Apply organizational theories and management models to the assessment of the internal and external environments and the use of power and empowerment in an organization for the purposes of organizational maintenance or organizational innovation and planned change. EPAS 2.1.3, PB1; 2.1.7, PB1; 2.1.10b PB2

2.3 Develop an intervention plan for an organization to use that will improve service delivery, increase consumer access or participation, increase the motivation or skills of staff members, or help the organization adapt to demands of its external environment that includes the identification of theory of action, program goals, objectives, time-lines, and a budget. EPAS 2.10c, PB1

3.1 Identify strategies to help an organization control its external environment including, leadership, budgeting, fundraising, marketing, personnel management, collaboration, networking, and community development, planning and organizing techniques. EPAS 2.1.9, PB1; 2.1.10c, PB1

3.2 Utilize social work relationship building and engagement skills to participate in organization teams, task groups, or inter-organizational collaboration. EPAS 1.1.10a, PB2

3.3 Develop an evaluation plan to assess program processes and outcomes. Choose among a variety of evaluation types (e.g. formative, summative, outcome, process, implementation analysis) in response to situational demands, research questions, and resource availability. Understand how the type of evaluation determines the data collection methods (quantitative or qualitative) to be utilized. EPAS 2.1.10d, PB
Assignment and Examination Schedule

<table>
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<tr>
<td>November 8</td>
<td>Field Observation Reaction Paper</td>
<td>20</td>
</tr>
<tr>
<td>December 13</td>
<td>Organization Plan</td>
<td>40</td>
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Course Policies & Safety Issues

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

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

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

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

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SWRK 283 Advanced Field Instructed Practice II

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

Prerequisites for the Course:
SWRK 282; concurrent enrollment in SWRK 227 and 247; and permission of the Field Coordinator.

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

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

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

Course Specifics:
Summary of the Course: SWRK 283, the second of two semesters of advanced field instructed practice, is expected to provide students with a range of advanced learning experiences concurrently with the advanced practice courses (SWrk 227 and 247) to facilitate integration of the primary theoretical perspectives of the program (systems, empowerment, learning and conflict theories). The field practicum provides supervised, "hands on" experience of social work, affording students the opportunity to develop, practice and enhance a range of professional practice skills as well as to subsequently evaluate the effectiveness of interventions. The field practicum is designed to require students to demonstrate in behavior with clients/constituents, agencies and communities the knowledge and skills derived from the total curriculum. The field practicum emphasizes multi-systems interventive strategies that address the following areas: 1) a commitment to social justice,
2) the empowerment perspective, and 3) diversity/cultural awareness. The second semester of advanced field instructed practice provides a multi systems social work practice emphasis focusing upon work with couples, families and communities in a diverse regional and global community. Students are placed in an approved field agency for the academic year and complete 300 hours each semester, for a total of 600 hours of supervised social work field instruction. Students also participate in a campus-based, biweekly field integration seminar for one hour for a total of 8 hours per semester which are included in the 300 required hours for each semester.

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

1. To strengthen professional development, including advanced understanding and application of social work ethics and values to complex issues and an ongoing commitment to one’s own professional growth. (EPAS 2.1.1, 2.1.2)
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. (EPAS 2.1.1, 2.1.3, 2.1.5, 2.1.7, 2.1.9, 2.1.10 a-c)
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. (EPAS 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8, 2.1.9, 2.1.10 a-c)
4. To strengthen skill in the evaluation of one’s own performance and practice. (EPAS 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.9, 2.1.10 d)
5. To actively and continually integrate advanced multi systems practice knowledge and skill from the classroom into the advanced field practicum. (EPAS 2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.10 b & c)

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. (2.1.1, PB 1, 2.1.2, PB 2)
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. (2.1.1, PB 1, 2.1.2, PB 2)
1.3 To demonstrate the ability to professionally process complex ethical dilemmas. (2.1.2, PB 1)
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. (2.1.1, PB 2)
1.5 To identify and apply theoretical concepts and principles and begin to formulate a theoretical framework for practice. (2.1.1, PB 2)
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. (2.1.1, PB 1)
1.7 To strengthen professional identity and participate in ongoing professional development. (2.1.1, PB 2)

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. (2.1.5, PB 1 & 2, 2.1.7, PB 1, 2.1.9, PB 1, 2.1.10 (c), PB 1)

2.2 To demonstrate an understanding of the concept of professional use of self by using professional knowledge, values and experience. (2.1.1, PB 1)

2.3 To continue to initiate and develop interpersonal and professional relationships with colleagues and other agency personnel. (2.1.7, PB 1, 2.1.9, PB 2, 2.1.10(a), PB 1)

2.4 To participate appropriately in interdisciplinary consultation and collaboration to further client/consumer goals and objectives. (2.1.10(b), PB 2, PB 2)

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. (2.1.3, PB 1, 2.1.4, PB 1, 2.1.7, PB 1, 2.1.9, PB 1, 2.1.10(b), PB 1)

3.2 To apply theoretical knowledge and practice methods to conduct a community needs assessment. (2.1.7, PB 1, 2.1.10(b), PB 1)

3.3 To engage clients/constituents in the process of problem identification, goal determination and social action/service planning. (2.1.3, PB 1, 2.1.4, PB 2, 2.1.5, PB 1, 2.1.10(a), PB 1, (b), PB 2, (c), PB 2)

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. (2.1.4, PB 2, 2.1.5, PB 1, 2.1.7, PB 1, 2.1.10(c), PB 1)

3.5 To identify and effectively respond to verbal and non-verbal barriers in social work practice, particularly at the family and community levels. (2.1.3, PB 2, 2.1.10(a), PB 1, (c), PB 2)

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. (2.1.4, PB 2, 2.1.5, PB 1 & 2, 2.1.8, PB 1 & 2, 2.1.9, PB 1, 2.1.10(c), PB 1)

3.7 To actively participate in the development of policy at the organizational and community levels. (2.1.8, PB 2, 2.1.9, PB 2)

3.8 To apply appropriate models of community organization to various problem situations. (2.1.7, PB 1, 2.1.8, PB 1, 2.1.9, PB 1, 2.1.10(c), PB 1 & 2)

3.9 To demonstrate professional skill in verbal and written reporting. (2.1.3, PB 2)

3.10 To complete the following minimum practice experiences: 3 individuals; 2 families, and one community needs assessment and action plan. (2.1.3, PB 1, 2.1.4, PB 1, 2.1.5, PB 1, 2.1.7, PB 1, 2.1.10(c), PB 1)

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. (2.1.1, PB 2, 2.1.2, PB 2, 2.1.10(d), PB 1)

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. (2.1.4, PB 1 & 2, 2.1.5, PB 1, 2.1.6, PB 1, 2.1.9, PB 1, 2.1.10(d), PB 1 & 2)
4.3 To demonstrate the integration of advanced concepts from the empirical literature on group and community intervention to inform practice and its evaluation. 2.1.6, PB 2)

4.4 To demonstrate advanced use of both qualitative and quantitative methods to evaluate the effectiveness of one’s practice. (2.1.6, PB 2, 2.1.10(d), PB 1)

5.1 To participate in a biweekly field integration seminar. (2.1.1, PB 2)

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. (2.1.3, PB 1, 2.1.6, PB 1, 2.1.10(b), PB 2, (c) PB 1, (d), PB 1)

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. (2.1.4, PB 2, 2.1.5, PB 1, 2.1.7, PB 1, 2.1.8, PB 1 & 2, 2.1.10(c), PB 1)

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.

4. 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/16/18</td>
<td>Learning Agreement</td>
<td>N/A</td>
</tr>
<tr>
<td>3/9/18</td>
<td>Mid-term Evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>5/9/18</td>
<td>Final Evaluation</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Course Policies & Safety Issues:

Readiness to Begin Internship: Work for any incompletes in prerequisite courses for the field internship must be submitted by the 10th day of instruction in the fall semester or the student will be withdrawn from the internship and co-requisite practice courses. In addition, some agencies require interns to complete screening or orientation/trainings during the summer prior to beginning the internship. Students who fail to complete these processes and, as a result, are unable to begin the internship as scheduled in the fall, will be allowed no more than 3 weeks to clear requirements and
begin internship. Delays beyond 3 weeks will result in administrative withdrawal from internship and the co-requisite practice courses. Replacement will only be considered when the delay is due to significant, extraordinary factors that were beyond the student’s control.

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

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

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

**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:**

**Policy on 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.

**Policy on 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).

**University Computer Requirement:**

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

**Disruptive Classroom Behavior:**

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

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

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

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

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

SUBJECT TO CHANGE STATEMENT

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

STUDENT HANDBOOK

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

**Spring 2018**

**Field Integration Seminar Calendar**

**Social Work 283**

*(Biweekly)*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 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  
**Discussion Topic:**  
  - Negotiating and Planning Appropriate and Required Learning Experiences  
  - Peer Consultation |
| 3    |      | Peer Consultations |
| 4    |      | Peer Consultations |
| 5    |      | Peer Consultations |
| 6    |      | Peer Consultations |
| 7    |      | Peer Consultations |
| 8    |      | **Discussion Topic:** Termination  
Seminar Evaluations |


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

SWRK 227-Analysis and application of theories, principles, and techniques of social work practice with couples and families from a strength-based, empowerment perspective. Prerequisites: SWRK 224, 225, 246, 282, and concurrent enrollment in SWRK 247 and 283

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

Course Goals and Primary Learning Outcomes

1. To facilitate student ability to apply knowledge of a multi contextual framework for family-centered social work practice with diverse populations in a global community. EPAS2.1.3, PB2; EPAS2.1.7, PB2

2. To facilitate student development of knowledge and skills in assessment, intervention and evaluation with family systems. EPAS2.1.3, PB2; EPAS2.1.10b, PB1; EPAS2.1.10c, PB1, EPAS2.1.10d, PB1.
3. To facilitate student understanding, empowerment, and social justice for marginalized families/families at risk. EPAS2.1.4, PB1 & 2; EPAS2.1.5, PB1

**Learning Objectives/Outcomes**

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

1.1 Identify social work’s historical place as a primary force in working with family systems and in establishing the person-in situation/family-in situation perspective. EPAS2.1.3, PB2; EPAS2.1.7, PB1 & 2

1.2 Apply relevant social systems concepts/ecological principles to a family-centered social work practice. EPAS2.1.3, PB2; EPAS2.1.10c, PB1

1.3 Identify the individual, immediate household, extended family, community, societal and global components of a multi-contextual framework for family-centered social work practice. EPAS2.1.10b, PB1

1.4 Apply an understanding of culture/ethnicity, gender and social class components as central elements in working with families. EPAS2.1.3, PB2; EPAS2.1.4, PB1 & 2

1.5 Apply an understanding of selected ethnic families in the service of developing an ethnically respectful family-centered practice approach. EPAS2.1.4, PB1; EPAS2.1.10c, PB1

1.6 Identify the profession’s values and ethics in shaping and implementing a family-centered practice approach shaped by empowerment and social justice perspectives. EPAS2.1.2, PB1

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

2.1 Identify the initial practice tasks of beginning the family interview, joining/engaging all family members, gathering information and contracting. EPAS2.1.3, PB2, EPAS2.1.10a, PB1, EPAS2.1.10b, PB1 & 2

2.2 Identify presenting concerns and needs and relevant underlying issues with couples and families. EPAS2.1.10a, PB1 & 2

2.3 Identify and assess expectable developmental/transitional demands and tasks as well as unanticipated stressors in the life of a family. EPAS2.1.7, PB1 & 2, EPAS2.1.10a, PB1
2.4 Assess the components of the family/multi-contextual interface through the construction of an eco-map, identifying domains for intervention and strategies for change. EPAS2.1.3, PB2; EPAS2.1.10b, PB1

2.5 Make advanced, sophisticated use of genograms and family chronologies from an intergenerational perspective as major tools for assessment, treatment goal setting and intervention. EPAS2.1.3, PB2; EPAS2.1.10c, PB1

2.6 Identify and assess boundaries, sub-systems, authority and power, roles, rules, communication patterns/processes, triangles, secrets, symptom formation and strengths in relationship to the expectable developmental tasks/transitional demands of a family and/or the unanticipated stressors in the life of a family. EPAS2.1.7, PB1; EPAS2.1.9, PB1; EPAS2.1.10b, PB1

2.7 Understand and select intervention methods/techniques from a range of multi-systemic and functional family-centered practice models appropriate to the needs of the family. EPAS2.1.3, PB2; EPAS2.1.10b, PB2

2.8 Evaluate the effectiveness of one’s practice with marital/family systems by selecting, applying, and interpreting appropriate clinical measures. EPAS2.1.10d, PB1

2.9 Critically assess and respond to ethical dilemmas in practice with couples and families. EPAS2.1.2, PB1 & 2; EPAS2.1.10c, PB1

2.10 Critically evaluate family practice approaches with respect to values, explanatory theory, interventive methods and empirical support. EPAS2.1.3, PB2; EPAS2.1.10d, PB1

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

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

3.3 Identify how women, people of color, gay men and lesbians who are members of the aforementioned families warrant additional practitioner consideration in the assessment/intervention process. EPAS2.1.3, PB2; EPAS2.1.10b, PB1

3.4 Identify how conventional/traditional or stereotypic views of women/men warrant practitioner evaluation of gender bias/gender marginalization and disempowerment in families and family practice models. EPAS2.1.3, PB2; EPAS2.1.9, PB1

3.5 Identify and construct multisystem interventions which effectively impact organizational/structural arrangement, in practice settings and in the larger socio-political realm, which empower or disempowers families and which enhance or obstruct family-centered social work practice. EPAS2.1.9 PB1; EPAS2.10.10c, PB1

Course Content

I. The Context of Multisystemic Couples and Family Centered Practice
   A. Historical and current social work practice on couples, family and family policy
   B. Systems theory and ecological practice principles: a multicontextual and global perspective for working with couples and families
   C. Family theory for family-centered practice
   D. Culture/ethnicity, gender, and social class
   E. Selected ethnic families
   F. Social work values and ethics in family-centered practice

II. Family and Couple Engagement, Assessment, and Intervention
   A. Agency and case-management issues
   B. Interviewing: Joining, engaging and contracting
   C. Ecological assessment and intervention
   D. Intergenerational needs, concerns and issues; assessment and intervention
   E. Intrafamilial assessment of structure and communication process and intervention
   F. Selected intervention methods/techniques
   G. Current multisystemic, functional, and relationship theories and practice
   H. Clinical measures for evaluation

III. Marginalized Couples, Families/Families at Risk: Interventions to Address Needs and Facilitate Empowerment
   A. Migration, refugee status and cultural/legal issues
B. Families living in poverty
C. Substance Abuse in couples and families
D. Violence in couples and families
E. Families and couples with a member with acute/chronic physical or mental illness
F. Families and couples with a member who has a disability
G. Abandonment, separation, or divorce
H. Death in families
I. Single-parent families
J. Blended, remarried couples and their families
K. Same sex couples and their families

Required Textbooks and Materials


Recommended Texts:


Grading and Assignments

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

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

Final Paper- Advanced multisystem assessment of a couple using a vignette case study. (COMMON ASSIGNMENT): An interactive assignment requiring critical thinking and application of course concepts to a couple from a diverse background.
Oral and written communication skills are essential professional skills. Edit your work carefully before turning it in. If you are unclear about the assignment or would like to review your work before submitting it, please consult instructor. All work should be printed in hardcopy and use APA format. Late work will not be accepted unless discussed and approved by the instructor in advance. Please see the instructor if you require special arrangements.

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

**Assignment Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly up to 6</td>
<td>Take Homes</td>
<td>120</td>
</tr>
<tr>
<td>April 20</td>
<td>Midterm Paper</td>
<td>120</td>
</tr>
<tr>
<td>May 11</td>
<td>Final paper due</td>
<td>160</td>
</tr>
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Course grades will be assigned according to the following scale (total points and point values according to percentages may vary with instructors):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>93-100</td>
<td>372-400</td>
<td>A</td>
</tr>
<tr>
<td>92-80</td>
<td>320-371</td>
<td>B</td>
</tr>
<tr>
<td>79-71</td>
<td>284-319</td>
<td>C</td>
</tr>
<tr>
<td>70-60</td>
<td>240-283</td>
<td>D</td>
</tr>
<tr>
<td>59 or below</td>
<td>239 or less</td>
<td>F</td>
</tr>
</tbody>
</table>

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

**Course Policies**

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

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

Students with Disabilities:

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

Code of Academic Integrity – Honor Code

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

a. Understand or seek clarification about expectations for academic integrity (including no cheating, plagiarism and inappropriate collaboration) as noted by faculty and on class syllabi, university catalogue, university web sites and other referenced sources. (APM 235, 241)

b. Sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

c. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Referenced Policies from the University’s Academic Senate

APM 235--Policy on Cheating and Plagiarism

APM 241--Policy on Course Syllabi and Grading
http://www.csufresno.edu/aps/apm/241CourseSyllabiandGradingMay2004

APM 336--University Statement on Faculty Rights and Cheating and Plagiarism

Cheating and Plagiarism

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

Computers

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

Copyright policy

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

Technology

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

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

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

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

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**Disruptive Classroom Behavior:**

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

**Subject to Change**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
SWRK 247 Seminar in Social Work Practice with Communities

**Course Rationale**

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

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

**Course Description**

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

1. To provide a comprehensive base of knowledge about contemporary community organization theories, ethical values, models, strategies, and tactics used to develop intervention plans appropriate for working with low-income, culturally diverse, and other marginalized populations. EPAS 2.1.1, PB 1; 2.1.2, PB 2; 2.1.4, PB1; 2.1.7, PB1; 2.10.1c, PB2

2. To promote an understanding of the skill base (both interpersonal and analytical) of social work with communities. EPAS 2.1.3, PB2; 2.1.5, PB2; 2.1.8, PB2; 2.1.9, PB1; 2.1.10a; PB1

3. To provide students with tools and appropriate skills for conducting community assessments, and evaluation of practice. EPAS 2.16, PB2; 2.1.8, PB1; 2.1.10b, PB2; 2.1.10d, PB2

**Learning Objectives**

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

1.1 Understand competing theories of justice, power and conflict, particularly in reference to multiple forms of discrimination, social and economic oppression, and power disparities affecting women and people of color. EPAS 2.1.7, PB1

1.2 Understand and apply alternative definitions of community boundaries including geographic, collective identity, attribute, function, interest, political entity, common social problems, and cultural or ethnic group. EPAS, 2.1.9, PB1

1.3 Apply appropriate models of community organization, strategies and tactics to various problem situations. EPAS 1.1.4, PB1

1.4 Conduct an analysis of ethical issues associated with models of practice, strategies, and tactics. EPAS 21.1, PB1; 2.1.2, PB2

1.5 Use the problem-solving model to develop intervention plans with goals and measurable objectives. EPAS 2.1.10c, PB2

2.1 Define culturally competent practice with communities and describe the actions organizers should take when working cross-culturally and describe those actions organizers should take to remove barriers to social change such as classism, heterosexism, ableism, ageism, racism, and sexism. EPAS 2.1.5, PB2

2.2 Use a range of inter-personal skills to influence the social change process including engagement, recruitment, one-on-one interviews, group dialogue, confrontation, collaboration, and negotiation. Identify the strengths and weaknesses of each method. EPAS 2.1.10a; PB1
2.3 Use policy practice methods to identify human rights violations and other institutional barriers that limit access to resources for marginalized populations. Identify advocacy methods that can be used to address these issues. EPAS 1.1.8, PB2

2.4 Understand the use of effective written communication to document social issues, plan interventions, and rally public support including the use of traditional and social media. EPAS 2.1.3, PB2

3.1 Identify and apply research methods to conduct an assessment of community needs, strengths, and assets. EPAS 1.10b, PB2

3.2 Use research data from assessments to identify community problems, develop interventions, and design practice evaluations. EPAS 2.1.6, PB2

3.3 As a component of community assessments, conduct power analyses to determine the strengths and weaknesses of community groups, allies, and opponents in the organizing effort. EPAS 2.18, PB1

3.4 Apply appropriate qualitative and quantitative methods to the evaluation of community practice to assess intervention processes and outcomes. EPAS 2.1.10d, PB2

REQUIRED TEXT:


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

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

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

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

Grading criteria

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Content</th>
<th>Total Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>1</td>
<td>Community Assessment (<strong>Common Assignment</strong>)</td>
<td>100</td>
<td>40%</td>
</tr>
<tr>
<td>2</td>
<td>Action Assignment/Power Analysis</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Intervention &amp; Evaluation Plan (<strong>Common Assignment</strong>)</td>
<td>100</td>
<td>40%</td>
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**Description of Exams/Major Assignments:**

**Community Assessment (**Common Assignment**)**

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

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

Intervention and Evaluation Plan (Common Assignment)

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

All assignments and grading criteria are posted on Blackboard.

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

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

<table>
<thead>
<tr>
<th>Points</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
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Extra Credit Assignments: (Earn up to 10 points maximum)
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<tr>
<th>Participate in an organizing campaign or volunteer recruitment effort. Write a 3 to 5 page description of your experiences that includes identification of campaign goals and activities as well as your perceptions about the campaign process and whether or not it seemed to be effective. Note: This activity must be different from the activity used for Action Assignment #2</th>
<th>5 points</th>
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<tr>
<td>Attend a meeting of a collaborative group or task force or a community forum. Write a one page paper about the issue and your observations of the meeting that includes the purpose of the meeting, the groups represented, how the meeting was structured to promote participation, the interaction among attendees, the facilitation process, decisions made (if any), and the outcome. Did the structure of the meeting or forum promote collaboration and communication among participants or conflict? Why?</td>
<td>5 points</td>
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<tr>
<td>Read a nonfiction book about an actual organizing effort or social movement. Write a two to three page report on the book. You will also be required to make an oral presentation in class. The report should identify the social issue or cause depicted, the people involved in the organizing effort, opponents, and the power resources held by each group. A brief description of the process involved in the social change process and outcomes produced should also be included.</td>
<td>5 points</td>
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<tr>
<td>Volunteer at least two hours of your time to a phone bank campaign that is designed to recruit donors, volunteers, or voters. Write a two-page analysis of your experience. What techniques did you use to persuade donors to stay on the phone or agree to provide money, time, or votes to the organization or candidate? What were some of the difficulties you phone in making these calls? Were all the calls successful? Why not?</td>
<td>5 points</td>
</tr>
<tr>
<td>Create a flyer, write a blog or news article, design a web page, or create a Facebook page for a community event or recruitment effort. Make sure you provide all critical information about the event or campaign</td>
<td>5 points</td>
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**Classroom Policies**

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

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

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

University Policies

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

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

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

b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

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

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

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

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

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

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

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

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

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

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

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

Students review and sign the “Conflict of Interest/Convictions” form acknowledging their understanding of this policy during the field application process.
Liability Insurance
The department requires that students carry liability insurance. This insurance is obtained through the university and the cost is included in student fees.

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

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

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

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

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

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

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

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

After the third week of internship:

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

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

The decision to reassign will be a joint one between the faculty liaison, student, and Field Coordinator. **Termination of an internship by the student without prior notification of the field instructor/agency, faculty liaison, and Field Coordinator, and failure to adhere to due process procedures constitutes abandonment. Student’s status in the social work program will be reviewed by program faculty; consequences may range from No Credit in course, up to dismissal from the program.** The current field instructor and the agency administrator will normally have been apprised of possible reassignment of the student prior to any reassignment discussions or final decision. Reassignment to another agency requires that the faculty field liaison or Field Coordinator discuss with the prospective field instructor the reasons for, or issues causing the reassignment, including the sharing of any field evaluation the student has received. The current field instructor will be asked to give an evaluation of the student’s performance to that point in time.
Reassignment to another agency requires that the faculty field liaison or Field Coordinator discuss with the prospective field instructor the reasons for, or issues causing the reassignment, including the sharing of any field evaluation the student has received. The current field instructor will be asked to give an evaluation of the student’s performance to that point in time.

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

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

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

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

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

Agency Protocol:

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

Security of Belongings:

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

Safety Issues Related to Working with Clients:

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

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

Safety Tips for Office Meetings:

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

Safety Tips for Travel:

- When a student is traveling by car for field education activities, it is advisable to have clear directions and know where he or she is going. In general, it is important to be alert and attentive to one’s surroundings, and to lock doors and close windows. Valuables should be placed out of sight in one’s vehicle prior to parking at the destination.
- When traveling by foot or public transportation, it is advisable that students carry as little as possible. Money, license, keys, and other essentials should be carried in a pocket if possible. If a bag or briefcase is grabbed, it is best to let go of it. It is advisable to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits:

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

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

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

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

Medical facilities that must be used:

**Initial Care:**
Fresno State Health Center
Phone: 278-2734 Hours of Operation 8:00 – 5:00 Mon-Fri.
NOTE: Medical assistance limited to first aid treatment

**Advanced Care:**
Occupational Health Center at Saint Agnes
7202 N Millbrook Ste 108 Fresno Ca 93720 Phone 450-7777 Hours: 8:00 am to 5:00 pm Monday – Friday

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

**Emergency Care:**
St. Agnes Medical Center
1303 E. Herndon Avenue, Fresno, CA Phone 450-3205 Hours: 24 hours daily
(If seriousness of injury requires, call 911)

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

**DOCUMENTATION**

1. The Field Coordinator will immediately contact Tracey Garza at 278-2125 when the injury is reported so the Student Intern, Notice of Claim form can be sent directly to the injured Student Intern.
2. A Supervisor’s Report of Work Injury form must be completed for every injury and sent to the W/C office within 24 hours from the date the injury is reported. (This form is located at [http://www.fresnostate.edu/ehsrms/](http://www.fresnostate.edu/ehsrms/) under workers’ compensation.) This form must be signed by the Field Coordinator or Department Chair in the Department of Social Work Education at Fresno State.
The completed forms are returned to the Workers’ Compensation Office. (Attn: Tracey Garza) at Mail Stop LS140 and fax 278-6995.

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

FOR MORE INFORMATION ABOUT WORKERS’ COMPENSATION BENEFITS
Contact Tracey Garza, or access http://www.fresnostate.edu/ehsrms/ and look under Workers’ Compensation.

Procedures for Incidents Involving Students (No Injury to Student)
Instructions for Field Internship Students (SWRK 181, 182 and SWRK 280, 281, 282 & 283)

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

Agency Rights and Responsibilities

1. Responsibilities
   a. Provide sufficient social work practice experiences and observational/educational opportunities for social work students to complete all of the assignments in the learning agreements in a timely fashion.
   b. Support the employee/field instructor with reduced caseloads or release time sufficient to be a competent field instructor and perform the additional responsibilities of this assignment.
   c. Honor the learning agreement developed between the field instructor and student.
   d. Provide office space, clerical services, use of relevant case material, and other resources deemed necessary to adequately carry out the agreed upon educational plan of the student.
   e. Provide multi-stage learning experiences where and when feasible. Learning stages begin with entry level experiences and progress to meet the particular needs of the individual student.
   f. Orient students to agency policies and procedures for personal safety. Include information regarding the community and agency context, clients, security of personal belongings, relevant health precautions, and any other safety guidelines applicable to the field setting.
   g. Do not require students to participate in learning tasks if the student does not feel safe.
   h. Not decrease the number of regular staff when a student has been placed for field instruction.
   i. Notify the Field Liaison and Field Coordinator immediately when serious problems with a student are indicated; and provide prompt written notification and justification for asking a student to leave, or be removed from, the agency.
   j. Notify the Field Liaison and Field Coordinator immediately of any injury to student while in field or incident involving the student that may have implications for his/her liability.
2. Rights
   a. Upon meeting and interviewing the student, agencies can refuse to accept him/her for an internship for reasons pertaining to personality conflicts or educational inappropriateness. For example, a student lacks sufficient skill and knowledge to undertake the beginning tasks of the agency. (If issues are identified after the internship has begun and there is no consensus about immediately terminating the placement, the student must be afforded due process and the opportunity to correct behaviors of concern before he/she may be withdrawn from the internship.)
   
   b. Agencies can ask for the immediate removal of a student who is determined to be a danger to the consumers of the services rendered; who is disruptive to the work environment; demonstrates serious unprofessional conduct; or who breaches confidentiality.
   
   c. Identification of a pattern of student conduct that is unprofessional (e.g., unexplained absences and attendance issues, showing questionable ethical decision making, apathetic performance) or shows an inability to perform in the field should first lead to consultation with the field liaison and a corrective action plan. Documentation of a continued pattern of unsatisfactory student conduct constitutes grounds for dismissal of student from the field site.
   
   d. If an agency dismisses a student from the internship due to any of the above, the student may be administratively dropped from the field sequence and possibly from the social work program since such acts may result in the harm to clients and are generally indicative of an inappropriate or untimely career choice on the part of the student.

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

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

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

In fulfilling these requirements the student has responsibility for:

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

2. Observing only those holidays designated by the university and agency unless other prior arrangements have been made.

3. The student is expected to:
   
   i. Discuss with his/her field instructor, in advance, any planned absence from the agency (including withdrawal from school).
   
   ii. Participate in making any arrangements necessary to avoid inconvenience of others (e.g., cancellation of appointments with clients, agency staff etc.).

4. Arrange with his/her field instructor to make up any field education time lost because of chronic illness or family crisis, such as a death or serious illness. The student is responsible for reporting illness or other unplanned absences to his/her field instructor, either directly or indirectly, as soon as possible on the first day of his/her absence. In the event of prolonged illness, the student is responsible for notifying the faculty liaison and Field Coordinator and developing a written plan for completing field. The student may find it necessary to spend compensatory time in field placement after the semester has ended. A plan for completing internship must be submitted in writing and requires the Field Coordinator’s advanced written approval.
When this occurs an “RP (Report in Progress)” grade will be given with the understanding that a credit grade will be substituted as soon as the field instructor reports that all requirements have been met. Compensatory time may not be acquired during the time that the student has scheduled classes.

5. Secure advanced authorization to substitute another learning experience for some field education days. Students are encouraged to attend certain professional conferences and other meetings of specific educational value, and are not required to make up the time lost from the field when agency and department approval of such attendance is given. Students wishing to apply some field hours in this manner should discuss this plan with their faculty liaison, obtain agreement from their field instructor, and add this to their learning agreement. Activities should address specific topics or experiences that further goals of the student’s field education learning plan. No more than 10% of field hours may be earned in such activities each semester. Please note that ongoing educational seminars related to programs such as Title IV-E do not count for internship hours.

6. Attendance at seminars of programs such as Title-IV-E program, are considered to be required academic activities for stipend students and may not be used toward field hours (exception is made for BA students who do not have an MSW supervisor). In rare instances, when a student falls behind on hours due to unforeseen or unavoidable circumstances and s/he develops and conscientiously acts upon a reasonable plan to make up the hours, yet is still short on hours at the end of the semester, the Field Coordinator may authorize credit for a portion of the seminar hours in an amount up to the 10% limit noted for training described above.

7. Adhering to the hours established for employees of the agency (usually 8:00 a.m. to 5:00 p.m. with an hour for lunch, but some agencies have adjusted their 8 hour day in varying ways and a few private agencies have shorter time requirements.) In some residential facilities and voluntary agencies, staff schedules are adjusted to ensure the availability of one or more social workers on Saturdays or during designated evening hours. When this is true, the schedule of a student may be modified in a similar manner upon receipt of approval by the faculty liaison and appropriate field instructor. Regardless of the hours established, students are expected to arrive promptly at the designated hour and to use their time productively throughout their field days and accurately record attendance.

8. Developing and adhering to an appropriate time schedule. As a part of his/her professional education, a student is expected learn to manage time in a mature and disciplined manner. This means keeping appointments promptly within the agency as well as outside (e.g. client scheduled conferences, group sessions, staff
As he/she begins to understand the nature of his/her assignments, the student will also be expected to develop and adhere to a schedule that enables him/her to have the number of interviews, conferences and group sessions needed; prepare adequately for them; and keep his/her records and routine tasks current.

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

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

• The student shall meet with the field instructor and the faculty liaison to negotiate the best way to meet the requirements of the Department of Social Work Education, and the needs and requirements of the agency, the student, and the clients. The arrangement should be recorded in the learning agreement or in an additional proposal and schedule that must be approved by the Field Coordinator.

• Intersession may or may not be used for field practicum, but in either case this decision will not affect the date of termination determined by the department’s academic year calendar. All students are to remain in field until the end of the Spring semester. Any time accrued during Winter Intersession may only be used to make up time missed due to holidays, sick days, etc.

• A maximum of 16 hours per week is permitted during the intersession.

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

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

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

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

Transportation and Incidental Costs and Requirements

Transportation:

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

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

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

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

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

**Student Stipends**
On rare occasions, field placement agencies and/or grant resources provide for stipends to be paid to students who complete their internship in specific agencies or areas of practice. It is the policy of the Department of Social Work Education that no student enrolled in field placement receive more than one field placement related stipend. This policy does not apply to general forms of financial aid such as loans and scholarships. Any questions regarding field placement stipends should be directed to the Field Coordinator or Department Chair.
SECTION 5: Student Roles, Rights, Responsibilities and Due Process

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

Responsibilities of the Student

1. Uses the field instruction program as an opportunity to enrich and extend the whole curriculum; all prerequisites should be met prior to requesting an internship. Graduate students must have a 3.0 GPA in the MSW program to participate in the field instruction program and concurrent practice classes.

2. Assume professional responsibility and appropriate accountability for assigned client services and other agency activities.

3. Prepare a field learning agreement for the field instructor’s and faculty liaison’s review and revise it as necessary.

4. Participate in weekly supervisory conferences for one hour per week with the field instructor, prepare an agenda, select, record, or present material representative of work, share reactions to all questions about the field experience and advise the field instructor of new learning needs.

5. Participate in selected agency activities (e.g., staff meetings, conferences, in-service training, committee work) when these are not in conflict with campus-based courses, seminars, or other academic commitments.

6. Not participate in learning tasks or assignments if the student does not feel safe. Concerns regarding personal safety and risk should be brought to the immediate attention of the field instructor and faculty liaison for discussion and problem solving.

7. Use the department’s field and academic calendar to schedule time within the agency.

8. Maintain the university schedule with regard to national and state holidays, as outlined in the field calendar.
9. Will contact his/her faculty liaison immediately in the event of difficulty or of an emergency necessitating absence, leave of absence or premature termination from the internship. Absence for more than one week must be reported to the Field Coordinator immediately (see section 4).

10. Will change their learning agreement as needed using the procedure outlined in this manual.

11. Can expect that the field practicum will provide the learning experiences sought, as described elsewhere in this manual.

12. Will participate in evaluation of own performance and provide input for evaluation of the agency as a field practicum and of the field instructor.

13. Will follow steps in the directions provided in obtaining a field placement or negotiating an “in-agency” internship.

14. Will follow the standards expected for agency employees at their field placement. This includes professional dress and appearance, keeping up-to-date records of hours, assignments completed or in progress, case records and charting, completion of any required administrative responsibilities.

15. Obtain agency approval for the use of any case material or records outside of the agency and maintain accepted standards of confidentiality.

16. Share all course syllabi with the field instructor and inform the field instructor in a timely manner of classroom assignments that relate to field instruction, sharing material when relevant.

17. Make known to the Field Coordinator and Department Chair any personal issues or situations which would, if the student were placed in a particular agency or with a specific population group, pose a conflict of interest or be in violation of the law governing the delivery of human services.

18. Attend biweekly field seminar on campus.

Student Recourse and Due Process
It is understood that problems will arise in the practicum between students and field instructors or other agency personnel. It is, however, expected that any and all problems will be addressed explicitly, proactively, professionally, and in a timely manner. The following step by step process must be used when both minor and major problems arise in the field, regardless of the parties involved. This is an administrative procedure that must be followed in order for students to be afforded due process. It must be noted that students who do not adhere to the specific responsibilities noted above or who do not follow the procedures identified below may be dismissed from the social work program.

Problem Solving Procedures:
1. Student and field instructor discuss the problem **constructively** and in an **issue oriented fashion** in an effort to achieve a mutually agreeable resolution. If the problem is not resolved to the student’s and/or field instructor’s satisfaction, the student should proceed to the next step.

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

2. Student immediately advises the faculty liaison of the problem. The faculty liaison will facilitate problem resolution in a manner deemed appropriate by the faculty member. If the solution is not amenable to the student, she/he should proceed to step number 3.

3. If the problem is not satisfactorily resolved, the student must request a meeting between her/himself, the field instructor, and faculty liaison. This request shall be in writing to the faculty liaison with a copy to the Field Coordinator. A three-way meeting between the student, field instructor, and faculty liaison will ensue in order to discuss and attempt to resolve the problem.

4. If the problem is still not resolved, the student may request a meeting with the Field Coordinator. The Field Coordinator will attempt to facilitate problem resolution—inclusive of calling a meeting between the student, field instructor, faculty liaison, agency director, and MSW Coordinator if appropriate to discuss and resolve the problem. This step of the process will render a decision and problem solution.

5. The decision/solution achieved in step 4 may be appealed by the student. An appeal must be in writing and addressed to the Field Coordinator with a copy to the Chair of the department. The Chair of the department will render a final decision.

6. Students wishing to appeal decisions rendered in step 5 may do so through the university grievance procedure.

**All Students Note:**

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

2. If the student’s performance does not improve with verbal feedback and/or the performance concerns are of a serious nature, the student will receive prompt written notification. A copy of this notification will be sent to the faculty liaison and Field Coordinator.

3. Written notification of poor performance **must** include a Corrective Action Plan (See Section 7 & 9) outlining performance expectations and a timeline for improvement so that the student might meet learning agreement expectations prior to the end of a semester. The Corrective Action Plan template is located in Section 9.

4. The faculty liaison will immediately call a three-way meeting to discuss the performance
concerns and facilitate development of a Corrective Action Plan to assure understanding of performance expectations and the timeframe for improvement.

5. If the student does not adequately improve his/her performance within a reasonable and specified period of time, the field instructor will give the student a marginal or unsatisfactory evaluation.

6. All students are responsible for conducting themselves in a professionally appropriate and ethical manner at all times during the field internship. You are responsible for knowing the field placement agency rights described in Section 4 of this manual, including the grounds for dismissal of a student from the field placement agency and possibly the social work program.

Dismissal

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

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

1. Refused an internship after the usual placement process and at least 1 additional attempt to place the student in an appropriate internship has ended in refusal to accept the student for an internship.

2. Dismissed from an internship for cause that warrants immediate dismissal.

3. Dismissed from an internship for cause and is either refused further internships by suitable agencies or is unsuccessful in completing the internship in another agency that has accepted the student for the internship. (To make their decision, the proposed agency is given information about the dismissal from the prior internship and interviews the student.)

4. Found to have terminated his/her internship without following the processes outlined in this manual for making such changes. Program faculty will evaluate such cases and recommend actions ranging from replacement to dismissal from the program.

There is no guarantee that a suitable internship will be identified, available and willing to accept the student. Students who are unable to continue with the field internship will meet with their academic advisor to identify alternatives.
Nonacademic dismissal is defined as a disciplinary matter and falls within the administrative jurisdiction of the university. Behaviors in the classroom or field placement that violate the NASW Code of Ethics and/or university policies on conduct and are not subsumed under “academic reasons” may lead to dismissal from the program. Examples of such behaviors include unwillingness to engage in learning assignments or problem solving in field, disruptive behavior, harassment, cheating and plagiarism. Nonacademic dismissal may also result when a student’s personal issues and behaviors interfere with acceptable practice and professional conduct. If, after review by department faculty, the student is deemed unsuited to the social work profession, the student will be dismissed from the program. The student will not be reinstated until he/she presents evidence of having changed the behavior(s) at issue and can show that he/she can maintain the new behaviors.

California law, under Title V, grants the Department the discretion to determine “if the student satisfies such additional professional, personal, scholastic, and other standards” at admission, and if he/she maintains “fitness for the program”. Failure to maintain appropriate “fit” with departmental standards can result in nonacademic dismissal.
SECTION 6. The Learning Agreement and Field Assignments

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

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

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

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

1. Semester – Include the year in which you are enrolled in SWRK 282 or SWRK 283.

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

4. **Signatures** – Once the student and field instructor have signed the learning agreement, it will be available to the faculty liaison for review and approval. Once the faculty liaison signs, the learning agreement will be reviewed and signed by the Field Coordinator.

5. **Field Supervision** – Record the specific information about your MSW field instructor as indicated on the template. Include the name(s) of agency staff who are available for backup/emergency supervision in the absence of your assigned MSW field instructor. Clearly indicate who is responsible for the preparation of an agenda for weekly supervision.

6. **Agency Overview** – Write a brief, narrative description of the field placement agency’s organizational structure and the services that are available to clients/consumers.

7. **Learning Assignments** – Required learning assignments are listed in three areas: professional development; multi systems social work practice; and evaluation of practice. The assignments listed are required for all MSW2 students and are expected to be satisfactorily completed by the end of the semester. Additional learning assignments must also be included in the learning agreement to meet student, agency and/or program needs and requirements. Those assignments that are derived from concurrent practice courses are included in this section of the manual.

8. **What the Agency Agrees to provide** – Include additional items under “Other” and be certain that the field instructor initials each item.
SWRK 282 (Fall) – Advanced Learning Agreement

SWRK 282 ADVANCED LEARNING AGREEMENT

Fall Semester

FIRST NAME
MIDDLE INITIAL
LAST NAME

STREET ADDRESS
CITY
ZIP CODE

PREFERRED PHONE NUMBER
CAMPUSE MAIL ADDRESS

FIELD PLACEMENT SCHEDULE
WINTER BREAK SCHEDULE

ACADEMIC ADVISOR
PHONE
E MAIL ADDRESS

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

STUDENT SIGNATURE
DATE

M.S.W. FIELD INSTRUCTOR SIGNATURE
DATE

FACULTY LIAISON SIGNATURE
DATE

FIELD COORDINATOR SIGNATURE
DATE

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DAY AND TIME OF SUPERVISION

Format (Minimum Requirement: 1 hour per week – individual)

NAME OF SUPERVISOR

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

BRIEFLY DESCRIBE THE AGENCY’S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE TO CLIENTS.
Goal: To demonstrate advanced knowledge and skills for multi systems social work practice utilizing diversity awareness, an empowerment perspective and principles of social justice. The first semester field placement will include the activities/assignments listed below in three areas: professional development; multi systems social work practice; and, evaluation of practice.

### Professional Development

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<tbody>
<tr>
<td>1.</td>
<td>Participate actively and responsibly in weekly supervision by taking primary responsibility for developing an agenda for supervision. (empowerment theory, learning theory)</td>
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<tr>
<td>2.</td>
<td>Demonstrate awareness of one's professional strengths and weaknesses through self-evaluation and ability to accept constructive criticism. Develop a plan with supervisor to address them. [EPAS 2.1.1, PB 2] learning theory, empowerment theory, conflict theory)</td>
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<td>3.</td>
<td>Articulate one's own theoretical framework for practice in the context of a formal case presentation or written summary. [EPAS 2.1.7, PB 1] (systems theory, empowerment theory)</td>
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<td>4.</td>
<td>Identify and attend 2 professional development activities. (learning theory)</td>
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<td>5.</td>
<td>Attend a professional organization meeting (i.e. NASW) and an activity in civic participation (i.e. Board of Supervisors meeting). (empowerment theory, conflict theory)</td>
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<td>6.</td>
<td>Identify ongoing ethical dilemmas in your agency practice. Present a summary of the situation and engage in a critical analysis and a plan for resolution using an ethical decision-making model. [EPAS 2.1.2, PB 1] (systems theory, conflict theory, empowerment theory)</td>
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<td>7.</td>
<td>Other Activities/Assignments:</td>
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<tr>
<td><strong>1.</strong></td>
<td>Complete a minimum of 2 multi-dimensional, multi-systemic assessments with individuals and include use of DSM-5, mental status exam, and/or P-I-E. [EPAS 2.1.3, PB 1; EPAS 2.1.10 (b) PB 1] (systems theory, learning theory)</td>
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<td><strong>2.</strong></td>
<td>Complete the assessment of group members to form a task group and an intervention group. (systems theory, empowerment theory, learning theory)</td>
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<td><strong>3.</strong></td>
<td>Conduct an organizational assessment of your field placement agency to identify an organizational challenge, problem, need or change opportunity. Discuss your assessment of the identified issue in supervision utilizing guidelines from SWRK 246. [EPAS 2.1.5, PB 1; EPAS 2.1.9, PB 1] (systems theory, conflict theory)</td>
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<td><strong>4.</strong></td>
<td>Participate in the mutual development of goals and service planning at the individual, group and organizational level. [2.1.10 (a), PB 2] (empowerment theory, learning theory)</td>
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<td><strong>5.</strong></td>
<td>Provide advanced social work services to a minimum of 3 individuals, at least one of whom is culturally different from self. Specify in supervision a supporting theoretical framework for practice with each individual. [EPAS 2.1.4, PB 2] (systems theory, empowerment theory, conflict theory)</td>
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<td><strong>6.</strong></td>
<td>Plan and conduct one intervention group utilizing guidelines from SWRK 225. (systems theory, empowerment theory, conflict theory)</td>
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<td><strong>7.</strong></td>
<td>Plan and conduct one task group utilizing guidelines from SWRK 225. (systems theory, empowerment theory, conflict theory)</td>
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<td><strong>8.</strong></td>
<td>Complete 2 process recordings to evaluate advanced practice skills and ability to effectively respond to verbal and non-verbal barriers. (learning theory, empowerment theory, conflict theory)</td>
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<td><strong>9.</strong></td>
<td>Demonstrate skills in a minimum of 3 of the following advanced social work practice approaches: complex case management, solution-focused, ethnographic, narrative, group facilitation, constructive group decision-making, policy development, program design, and organizational analysis. Document/monitor through observed practice, written summaries and agency presentations/consultations. [EPAS 2.1.10 (c), PB 1&amp;2] (systems, empowerment, learning and conflict theories)</td>
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<td><strong>10.</strong></td>
<td>Attend a Board of Directors meeting or other administrative meeting for your internship agency. Discuss in supervision your observations regarding budget, personnel, decision-making and external relations. [EPAS 2.1.9, PB 2] (systems theory, conflict theory)</td>
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11. Other activities/assignments:

11.a

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### Evaluation of Practice

1. Select and apply an appropriate research methodology (e.g., single subject design, goal attainment scaling) to evaluate the effectiveness of a specific intervention on an individual's progress.[EPAS 2.1.6, PB 1; EPAS 2.1.10 (d), PB 1] (empowerment theory, learning theory)

2. Select and apply an appropriate research methodology to evaluate the effectiveness of a task group and/or a social/treatment group.[EPAS 2.1.6, PB 2] (empowerment theory, learning theory)

3. Select and apply an appropriate research methodology to evaluate the effectiveness of a specific intervention with an organization or of an organizational process (empowerment theory, learning theory)

4. Other Activities/Assignments:

4a.

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### The Agency Agrees to Provide:

1. Appropriate learning assignments as required for SWRK 282.

2. A minimum of one hour of weekly supervision with the M.S.W. field instructor.

3. Adequate space and resources to complete agency related assignments.

4. Other:

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Field Instructor Initials:

___________

___________

___________

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## SWRK 283 ADVANCED LEARNING AGREEMENT

### Spring Semester

#### STUDENT INFORMATION

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#### SIGNATURES

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DAY AND TIME OF SUPERVISION

FORMAT ( MINIMUM REQUIREMENT - 1 HOUR PER INDIVIDUAL )

NAME OF BACKUP – EMERGENCY SUPERVISOR OR PLAN

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

BRIEFLY DESCRIBE THE AGENCY’S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE TO CLIENTS.
**Goal:** To demonstrate advanced knowledge and skills for multi systems social work practice utilizing diversity awareness, an empowerment perspective and principles of social justice. The second semester field placement will include the activities/assignments listed below in three areas: professional development; multi systems social work practice; and evaluation of practice.

### Professional Development

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

2. Prepare and present for discussion either in supervision, or for formal consultation with other staff, an analysis of a complex ethical issue raised in one of your practice assignments. [EPAS 2.1.2, PB 2] (systems theory, empowerment theory, learning theory, conflict theory)

3. Explore professional licensure and/or post-graduate certification/training through discussion with field work supervisor and/or participation in related training activities (i.e. attend “Job Readiness” workshop on licensure, explore the BBS website, etc.). (empowerment theory, learning theory)

4. Develop a post-graduate professional development plan. (empowerment theory)

5. Identify and demonstrate affiliation with the social work professional network and community by joining one or more professional groups (i.e. NASW), participation on local, regional, or state boards, or community stakeholder groups. (empowerment theory, conflict theory)

6. Other Activities/Assignments:

### Multi Systems Social Work Practice

1. Complete a minimum of 2 multi-dimensional, multi-systemic assessments with couples/families utilizing an intergenerational genogram, family eco-map and timeline informed by guidelines from SWRK 227. (systems theory, empowerment theory, conflict theory)

2. To complete assignment in SWRK 247, identify a need in the community served by the field placement agency. Conduct an assessment of the needs and/or assets by gathering information from 3 sources (staff, community residents, clients, government officials, and/or other stakeholders.) [EPAS 2.1.8, PB 1] (systems theory, conflict theory, empowerment theory)

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

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

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

3. Other Activities/Assignments

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### The Agency Agrees to Provide:

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<th>The Agency Agrees to Provide:</th>
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<tr>
<td>1. Appropriate learning assignments as required for SWRK 283.</td>
<td>______________________</td>
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<tr>
<td>2. A minimum of one hour of weekly supervision with the MSW field instructor.</td>
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<td>3. Adequate space and resources to complete agency related assignments.</td>
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<td>4. Other:</td>
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Concurrent Fall Practice Assignments from SRWK 282, from SWRK 224, 225, and/or SWRK 246

**SRWK 282 – Field Assignment**

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

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

   1. **Steps in Ethical Decision Making (Mattison, 2000):**
      1. Gather additional background information and assess the case details.
      2. Separate practice considerations from the ethical aspects of the case.
      3. Explicitly identify the value tensions.
      4. Consult relevant codes of ethics, supervisors and colleagues.
      5. Identify alternative intervention strategies and targets for intervention.
      6. Weigh the costs and benefits to various stakeholders.
      7. Clarify and make explicit personal values.
      8. Determine which priority or obligation to meet foremost and justify one’s choice of action.
      9. Document the process of decision-making.

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

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

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

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

References:


NASW Code of Ethics

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

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

A. Multidimensional Assessment

I. Identifying Information

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

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

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

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

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

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

IV. Current Functioning

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

B. Educational

C. Occupational

D. Social

E. Emotional

F. Health, including any relevant medical history.

V. Family and Support System Information

A. Family in the household.

B. Extended family and/or support systems.

C. Summary of family interaction.

VI. Community Context

A. Home and neighborhood environment.

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

VII. Diagnostic Formulation

A. DSM-5 diagnosis.
B. Mental Status Exam.

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

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

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

1. **Appearance** – Is the client well-groomed or disheveled? Is manner of dress appropriate? Is presentation appropriate, flamboyant, or bizarre?

2. **Attitude** – Is the client cooperative? Guarded? Suspicious? Aggressive or belligerent?

3. **Motor Activity** – Is the client calm or agitated? Are tremors, tics or muscle spasms present? Hyperactive?

4. **Affect** – This refers to the client’s tone. Is it appropriate to and congruent with the conversation? Is affect flat, blunted, apathetic, labile, expansive or constricted?

5. **Mood** – Depressed or anxious? Variability?

6. **Speech** – Is tone of voice loud or soft, whiny or high pitched? Are there unusual characteristics of the speech? Rapid, pressured?

7. **Thought Processes** – Do thoughts flow logically? Are the thoughts organized or disorganized? Is the client coherent? Are there perseverations, thought blocking or loose associations?

8. **Thought Content** – Are hallucinations or delusions present? Is the content of thoughts grandiose, bizarre, circumstantial or tangential?

9. **Perception** – Is view of reality accurate or are there distortions in thinking?

10. **Orientation** – Is client oriented to person, place and time? How is memory for recent and past events? How is concentration level and attention span?

11. **Cognitive Function** – What is the client’s general fund of knowledge? Is it intact?
(ask client to count backwards serially by 7’s).

12. **Abstraction** – Is the client an abstract or concrete thinker?

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

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


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

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

OR http://www.testandcalc.com/richard/resources/Teaching_Resource_Mental_Status_Examination.pdf
Outline for DSM-5 Diagnosis (SWRK 224)

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

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

**Factor I: Social Functioning Problems**

A. Social role in which each problem is identified
   a. Family (parent, spouse, child, sibling, significant other)
   b. Other interpersonal (lover, friend, neighborhood, other)
   c. Occupational (worker/paid, worker/home, worker/volunteer, student, other)

B. Type of problem in social role
   a. Power
   b. Ambivalence
   c. Responsibility
   d. Dependency
   e. Loss
   f. Isolation
   g. Victimization
   h. Mixed
   i. Other

C. Severity of problem
   a. No problem
   b. Low severity
c. Moderate severity
d. High severity
e. Very high severity

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

E. Ability of client to cope with problem
   a. Outstanding coping skills
   b. Above average
   c. Adequate
   d. Somewhat inadequate
   e. Inadequate
   f. No coping skills

Factor II: Environmental Problems

A. Social system where problem is identified
   a. Economic/basic needs
   b. Education/training
   c. Judicial/legal
   d. Health, safety, social services
   e. Voluntary association
f. Affectional support

B. Specific type of problem within each social system

C. Severity of problem

D. Duration of problem

Factor III: Mental Health Problem

A. Clinical syndromes
B. Personality and developmental disorders

Factor IV: Physical Health Problem

A. Disease diagnosed by a physician
B. Other health problem reported by client and others

Reference:

C. Structured Decision Making:
3. **Individual Service Planning**

Individual service planning is based on assessment, goal setting, and treatment planning. Service planning includes consideration of the following:

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

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

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

1. What sources of power and influence does the board as a whole possess?

2. How were decisions made during the meeting?

3. In what way did these decisions pertain to organizational mission, goals, services, structure, policies, funding, or people served by the organization?

4. Does the group appear to operate by consensus or conflict? Why?

5. Who were the people who appeared most able to influence decisions?

6. Do board members appear to function as a cohesive team? Please explain.

7. What was the role of the executive director or lead staff person (for example, the city manager or county administrative officer during the meeting)?

8. What provisions, if any, were made to allow for input from staff members, service consumers, or the general public? If there is an established process (seats for consumers, or public testimony at government hearings) does it appear to be sufficient for soliciting input from a diverse group of people?
5. Organizational Assessment (SWRK 246) [EPAS 2.1.5, PB 1; 2.1.9, PB 1]

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

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

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

I. Organizational Assessment

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

1. Mission: What are the organization’s primary purpose and its goals?

2. Funding: How does the organization obtain funds, what are its major funding sources, and what procedures are used by the organization to set its annual budget?

3. Policy Parameters: How do government regulations and policies affect a social worker’s discretion and autonomy in implementing policies and serving clients?

4. Program Planning: What steps are taken, if any, to make sure that services are culturally competent? What impact does this have on service delivery?

5. Decision-Making: What people in the organization make decisions about policies, how funding is used, and how services are offered? What procedures, if any, are used to involve staff members and clients in decision-making?

6. Leadership: What actions does management take to promote collaboration and team building among organization staff? How effective are these practices and how do they affect service delivery?

7. Staff Development: How would you assess job satisfaction in this organization? What actions does management use to improve worker satisfaction? What additional steps could be taken?

8. Public Relations: How does the organization manage its external environment? For example, how does the organization collaborate or network with other groups or organizations? How does it inform others about the organization? Are there groups in the community that compete with the organization for money, clients, or other
resources? If so, what are they? What does the organization do to remain competitive?

9. Evaluation of Outcomes: How does the organization determine whether or not it is doing a good job? Describe any procedures or methods used to assess staff performance or evaluate programs.

10. Challenges: What do participants see as the biggest challenge or problem facing this agency? Are there ethical implications inherent in these challenges or problems?

II. Summary of Identified Organizational Problem/Challenge/Issue

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

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

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

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

• Statement of a problem or issue that should be addressed by the organization. You are encouraged to use the problem or issue identified in your organizational assessment.

• A list of goals and objectives. Remember that objectives should be measurable and time-limited.

• A budget for the proposed program or activity. Review the current budget of your agency in terms of its salary and fringe benefit structure and current expenditures in order to get a sense of what actual costs would be.

• Potential funding sources.

• A time-line that lists major program activities.
7. Group Work Guidelines for Field Internship (SWRK 225)

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

1. Identify the four systemic properties of groups in relation to your group:
   1. Purpose
   2. Structure
   3. Function
   4. Process

2. Identify the beginning, middle and end stage dynamics and tasks of group practice.

3. Identify the type of group work (i.e., Task or Treatment?) that you are engaged in and the goals of that group that designate it as a Task or Treatment group.

Concurrent Spring Practice Assignments in SWRK 283 from SWRK 227 & SWRK 247

SWRK 283 Field Assignment

1. Multi Dimensional Assessment with Families (SWRK 227)

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

   Intergenerational Genogram

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

1. Constructing a Genogram, Ecomap or Sociogram on

2. Microsoft Word or Excel: https://www.template.net/business/word-templates/5-best-genogram-templates/


**Family Ecomap**

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

**Family Timeline**

The family timeline is another assessment tool that depicts the history of significant family events over three generations. The timeline begins with the birth of the first generation and notes the year and event for all significant nodal events over three generations.
The Standard Symbols for genogram pictured above were retrieved from:
http://courses.wcupa.edu/ttreadwe/courses/02courses/standardsymbols.htm
2. Community Needs Assessment (SWRK 247) [EPAS 2.1.8, PB 1]

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

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

1. Define the community your field placement agency serves (location, geographic boundaries, and target population).

2. Gather statistical data (economic, demographic, education; other indicators of community needs) about the community. Use at least one Internet data source (i.e., Census data or reports posted on the Web from advocacy groups or government agencies). Other sources can include agency publications or caseload records, and information obtained from published reports.

3. Assess the diversity or lack of diversity in the community.

4. Identify community problems that emerge from the assessment of the areas above.

5. Describe actions that your agency, other community agencies, institutions, and local government are taking to address these problems.

6. Identify service networks and/or alliances among agencies and consumer groups that could be used to address the problem.

7. What in your opinion should be the outcome of any social change/social justice effort in this community? What groups should the social change process empower? Use the data you've collected to justify your recommendation.

3. Community Intervention and Evaluation (SWRK 247)

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

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

2. Identify the community organization model used to develop the plan (for example, social action, community development, social planning, feminist organizing, multicultural organizing, and the transformative model.)

3. Identify the strategies and tactics to be utilized. (They must be consistent with the model of practice identified in item #2).

4. Identify both the target system and the action system.

5. Identify the power resources associated with both the target system and the action system.

6. Identify action outcomes in terms of goals and objectives.

7. Specify a time-line for each action to be taken.

8. Identify the resources needed to carry out the plan (money, facilities, constituents, members, technical expertise, media, influential decision-makers, etc).

9. Identify the criteria for evaluating action outcomes and processes. At least one of the criteria must be related to empowerment, social justice, or cultural diversity/competence.
SECTION 7. Evaluations

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

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

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

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

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

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

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

**Mid-Term Evaluations**

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

**Final Semester Evaluations**

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

**MSW2- SWRK 282 Final Evaluation**

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

For more information please review the Ten Strategies for Effective Evaluation of Student Performance provided by the department.
SWRK 282 (Fall) Mid-Term Evaluation of Student Performance

Student Name: Date

Agency:

Field Instructor:

Faculty Liaison:

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

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

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<tr>
<td>Completion (with date)</td>
<td>Satisfactory Progress</td>
<td>Needs Improvement</td>
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**Note:** Please comment further in the narrative section. Any NI rating requires a Corrective Action Plan. Significant problems in performance could result in a recommendation of No Credit.

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<th>NA</th>
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<tr>
<td>Not Addressed. Please include in the narrative section what plans have been made to address any activities noted as NA at mid-term.</td>
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**Note:** All activities listed are part of the learning agreement and are expected to be addressed during this semester.

### Professional Development

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<tr>
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<td>1.</td>
<td>Participate actively and responsibly in weekly supervision by taking primary responsibility for developing agenda for supervision. [EPAS 2.1.1, PB 1]</td>
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<td>2.</td>
<td>Demonstrate awareness of one’s professional strengths and weaknesses through self-evaluation and ability to accept constructive criticism. Develop a plan with supervisor to address them. [EPAS 2.1.1, PB 2]</td>
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<td>3.</td>
<td>Articulate one’s own theoretical framework for practice in the context of a formal case presentation or written summary. [EPAS 2.1.7, PB 1]</td>
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<td>4.</td>
<td>Identify and attend 2 professional development activities.</td>
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<td>5.</td>
<td>Attend a professional organization meeting (i.e. NASW) and an activity in civic participation (i.e. Board of Supervisors meeting).</td>
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<td>4. Participate in the mutual development of goals and service planning at the individual, group and organizational level. [EPAS 2.1.10(a) PB 2]</td>
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<td>5. Provide advanced social work services to a minimum of 3 individuals, at least one of whom is culturally different from self. Specify in supervision a supporting theoretical framework for practice with each individual. [EPAS 2.1.4, PB 2]</td>
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<td>6. Plan and conduct one intervention group utilizing guidelines from SWRK 225.</td>
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<td>8. Complete 2 process recordings to evaluate advanced practice skills and ability to effectively respond to verbal and non-verbal barriers.</td>
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<td>9. Demonstrate skills in a minimum of 3 of the following advanced social work practice approaches: complex case management, solution-focused, ethnographic, narrative, group facilitation, constructive group decision-making, policy development, program design, and organizational analysis. Document/monitor through observed practice, written summaries and agency presentations/consultations. [EPAS 2.1.10 (c), PB 1 &amp; 2]</td>
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1. Briefly describe the student's progress to date.
2. If the student is short on hours, what plans have been made to address the shortage?

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

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

Read and Agree
Read and Accept with Reservations
Read and Disagree

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

Field Coordinator Signature

Date
Date
Student Name
Agency
Field Instructor
Faculty Liaison

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

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

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

Please provide specific comments to justify all ratings below Satisfactory.

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

1 Unsatisfactory, unable to complete the activity at a minimal level
2 Below Average, marginally satisfactory performance requiring direction more typical of a beginning MSW student
3 Satisfactory, performance and need for direction consistent with second year MSW student knowledge and skills
4 Above Average, performance demonstrates above average integration of concepts and skills and requires minimal direction
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7. Other Activities/Assignments (please specify activity).

Comments:

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Comments:

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Comments:

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Comments:
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<td>11. Other Activities: (please specify the activity)</td>
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### Evaluation of Practice

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<td>2. Select and apply an appropriate research methodology to evaluate the effectiveness of a task group and/or a social/treatment group. [EPAS 2.1.6, PB 2]</td>
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<td>3. Select and apply an appropriate research methodology to evaluate the effectiveness of a specific intervention with an organization or of an organizational process</td>
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<td>4. Other Activities: (please specify the activity</td>
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Please provide specific comments on areas of strength in the student’s performance.
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<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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**Student Evaluation of Field Instructor**

1. I am being assigned practice experience I need to complete assignments related to field placement.

*Comments:*

2. I meet with my Field Instructor for supervision for one hour each week.

*Comments:*

3. My field instructor discusses and resolves differences of opinion, value orientations and professional interventions with me in an open manner.

*Comments:*

4. My faculty liaison has met with me and is responsive to field placement needs, questions and concerns.

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

<table>
<thead>
<tr>
<th>Required Learning Activity</th>
<th>Evaluation of Progress</th>
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<tbody>
<tr>
<td>1. Demonstrate integration of core social work values (diversity awareness/cultural competence, social justice, and empowerment), professional theoretical frameworks and use of professional self through analysis in oral presentation or written documentation reviewed in supervision and/or through presentation to staff. [EPAS 2.1.1, PB 1; EPAS 2.1.4, PB 1]</td>
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<td>2. Prepare and present for discussion either in supervision or for formal consultation with other staff, an analysis of a complex ethical issue raised in one of your practice assignments. [EPAS 2.1.2, PB 2]</td>
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<td>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.).</td>
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<td>4. Develop a post-graduate professional development plan.</td>
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### Professional Development

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<td>5.</td>
<td>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.</td>
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### Multi Systems Social Work Practice

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<td>1.</td>
<td>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.</td>
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<td>2.</td>
<td>To complete assignment in SWRK 247, identify a need in the community served by the field placement agency. Conduct an assessment of the needs and/or assets by gathering information from 3 sources (staff, community residents, clients, government officials, and/or other stakeholders.) [EPAS 2.1.8, PB 1]</td>
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<td>3.</td>
<td>Participate in the mutual development of goals and measurable objectives for service/action planning at the couples/family and community level.</td>
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<td>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.</td>
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<td>Provide advanced social work services to a minimum of 2 couples/families utilizing a family-centered approach to practice.</td>
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<td>6.</td>
<td>Identify one model of community practice and apply it to address an identified need in the community.</td>
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<td>7.</td>
<td>Demonstrate skill and flexibility in assuming multiple practice roles (e.g., advocate, broker, case manager, community organizer, counselor/therapist, consultant, facilitator, mediator, policy analyst, policy developer, supervisor) in delivering social work services across systems, utilizing a global perspective. [EPAS 2.1.8, PB 2]</td>
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<td>8. Complete 2 process recordings to evaluate progressive development of advanced practice skills (including accurate empathy, joining, power analysis, attending, focusing, responding, confronting, partializing, directing and reframing) and ability to manage barriers to intervention. [EPAS 2.1.10 (a), PB 1]</td>
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<td>9. Demonstrate skills in a minimum of 3 of the following advanced approaches: complex case management, family-centered and functional family practice, management of phases of community development, social action, social planning and transformative approaches to organizing communities. [EPAS 2.1.10 (a), PB 2]</td>
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<td>10. Complete at least one formal case summary, policy analysis / recommendation or program evaluation report for presentation (e.g., to constituents, community).</td>
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**Evaluation of Practice**

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

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

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

4. Additional Comments:

   _____ Read and Agree
   _____ Read and Accept with Reservations
   _____ Read and Disagree

   Student Signature ___________________________ Date ____________

   Field Instructor Signature ___________________________ Date ____________

   Faculty Liaison Signature ___________________________ Date ____________

   Field Coordinator Signature ___________________________
SWRK 283 (Spring) Final Evaluation of Student Performance

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

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9. Demonstrate skills in a minimum 3 of the following advanced approaches: complex case management, family-centered and functional family practice, management of phases of community development, social action, social planning and transformative approaches to organizing communities. [EPAS 2.1.5, PB 2]

Comments:

10. Complete at least one formal case summary, policy analysis/recommendation or program evaluation report for presentation (e.g., to constituents, community). [EPAS 2.1.3, PB 2]

Comments:

11. Other Activities: (please specify the activity)

Comments:

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Comments:
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Please provide specific comments on areas of strength in the student’s performance.
### Student Evaluation of Field Instructor

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1. I am being assigned practice experience I need to complete assignments related to field placement.

**Comments:**

2. I meet with my Field Instructor for supervision for one hour each week.

**Comments:**

3. My field instructor discusses and resolves differences of opinion, value orientations and professional interventions with me in an open manner.

**Comments:**

4. My faculty liaison has met with me and is responsive to field placement needs, questions and concerns.

**Comments:**
Additional Comments:

Read and Agree
Read and Accept with Reservations
Read and Disagree

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

Evaluation of Field
The final aspect of the reciprocal evaluation and feedback process is the field instructor evaluations of the department practicum program and the performance of the faculty liaison and Field Coordinator. Evaluation information is gathered through site visits, trainings, and ongoing communication with students, field instructors and agency administrators. Employer and alumni surveys are also conducted regularly as part of ongoing program assessment.

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

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

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

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

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

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

1. A grade of Report in Progress (RP) if hours, assignments and/or evaluations are not completed and/or submitted to the faculty liaison in a timely manner. Two-thirds of the coursework and hours must be satisfactorily completed.

2. A grade of No Credit (NC) if student performance is unsatisfactory in more than 20% of the performance areas and/or the hour requirements of the course have not been met.
SECTION 8- General Information

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

Graduate Curriculum: Foundation Year (Full Time)

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

15 Units

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

15 Units

Graduate Curriculum: Advanced Year (Full Time)

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

16 Units

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

14 Units
CSUF Policy on Academic Adjustments for Students with Disabilities
California State University
SERVICES FOR STUDENTS WITH DISABILITIES (559) 278-2811
Revised 2006, Updated July 2011

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

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

INITIATING SERVICES
1. Students who desire academic accommodations provided by SSD must: complete an initial interview, in person, with the Disability Management Specialist (DMS), or the SSD Director; provide appropriate verification of disability; and, if appropriate, participate in additional assessment.

2. Students who are concerned about the presence of learning disabilities (LD) will first make an appointment to meet with a Disability Management Specialist. A brief pre-screening will be completed and the student may be asked to complete a more detailed initial assessment packet and return it to SSD. During an appointment, set up 2-3 days later, a determination will be made regarding the appropriateness of a referral for further assessment. If such a referral is made, a psycho-educational report will be sent to SSD approximately two weeks after testing has been completed. If learning disabilities have been identified, another appointment will be made to complete the process of determining appropriate academic accommodations.

3. All disability verification forms and processes must be completed prior to receiving services from SSD.

4. An Individual Accommodation Plan, IAP, based on the professional verification of disability(s) and Federal and State mandates, will be established with the Disability Management Specialist or the Director and approved by the student in writing. Once the IAP is approved, the accommodation services will be available.

5. To activate requests for classroom accommodations (e.g., notetaking, tape recording, testing, textbooks in alternate format, sign language interpreters, real time captionists, FM device (assistive listening system), students must fill out and turn in a “Schedule Form & Request for Professor Letters” at the SSD front reception desk. On this form, the student lists course information and indicates their request for the appropriate approved accommodations for each course. This form is then used to initiate the preparation of a letter for each of the student’s professors that indicates the appropriate accommodations to be provided for each course. It is very important that the student fill out this form completely and accurately to ensure that the professor letters are prepared correctly.
It takes 2-3 days for the professor letters to be prepared and approved by the student’s Disability Management Specialist. It is the student’s responsibility to check when the letters are ready and deliver them to each professor. SSD does not send the letters to the professors.

CAMPUS REGULATIONS AND ACCOMMODATIONS

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

ACCOMMODATION SERVICES

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

Academic Advising

1. It is the student’s responsibility to receive appropriate academic advising from the Office of Advising (for undergraduates), located on the 2nd floor of the Joyal Building, or their advisor in the department of their academic major.

2. If the student requests, after the student has made the selection of courses with their advisor, the Disability Management Specialist will review the choice of courses with the student to determine their appropriateness to the student’s disability-related needs.

Assistive Devices and Equipment:

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

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

New Student Lab Orientation & Individual Training

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

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

AT Student Computer Lab Policies:

1. The SSD student computer lab is available only to students who are registered with California State University, Fresno and are enrolled in the Services for Students with Disabilities Program with an active accommodations plan authorizing use of the AT Student Computer Lab.

2. Students must present their Fresno State Campus ID card to the Lab Technician upon arrival for log-in tracking purposes. Lab Technicians are available to assist students in assistive computer programs.
applications, and specific equipment for AT software programs.

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

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

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

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

**PACE** yourself by being:

**Professional:** Follow all university, agency and professional guidelines for conduct. Exercise clear boundaries between your professional and personal life, (i.e don’t “friend” clients on Facebook). Use high level of privacy setting on social media but clearly understand that social networking is in the public domain so there is no real privacy.

**Accurate:** Be sure that anything you post is true and factual. Use good writing skills that reflect your educational level.

**Considerate:** Always use a respectful tone in all social media interaction. Remember that as a professional, you represent yourself but you also represent your university, your field placement agency and the social work profession.

**Extra Careful:** Think twice before you post – if you wouldn’t say it, don’t post it! Online communications are lasting – you can’t take them back. Consider the consequences for you as a person and as a professional.
SECTION 9 – Forms
Conflict of Interest

California State University, Fresno
Department of Social Work Education

Legal and Ethical Issues Related to Field Placement Planning

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

Please read the following information clearly.

Conflict of Interest

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

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

Misdemeanor and/or Felony Conviction(s)

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

Therefore:

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

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

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

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

Print Name: ____________________________________________

Signature: ___________________ Date: ________________

Field Faculty: ___________________ Date: ________________
Field Practicum Student Agreement

California State University, Fresno Department of Social Work Education
Field Practicum Student Agreement

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

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

1. I hereby certify that the statements contained in this completed Field Practicum Application and any other information included as part of the application to field are true and correct. I agree and understand that any misrepresentation or omission of any material facts on my part may be cause for delay in field placement, and will initiate review by the Field Coordinator.

2. I hereby give permission to the CSUF Department of Social Work Education, and its faculty members, and any of the approved field practicum agencies or field instructors to verify any information contained within this application (including contacting former employees, field practicum’s, and/or field instructors).

3. I understand that any information contained in this application and any pertinent information relating to my professional student role shall be discussed between the DSWE faculty and approved practicum agencies and their representatives.

4. I understand that several field agencies shall request background investigations, fingerprint checks, physical examinations, TB tests, immunization verification, valid CA. driver’s license, etc. as requirements for their placement interview and internship placement process.

5. I shall fulfill the responsibilities of the student intern role, be in compliance with all field policies and procedures as outlined in the Graduate Field Manual and the CSUF University Policies and Regulations outlined in the general catalog. This includes but is not limited to:
   a) I have completed, or will complete by the time I begin my internship, all prerequisites set by DSWE for the field internship. Exception must be approved before I may proceed into the field internship.
   b) I will not contact agencies on my own to arrange for a field internship experience.
   c) I understand that I cannot be guaranteed a placement on weekends/evenings and that I will need to make arrangements to participate in my internship for approximately 16 (MSW-1) -21 (MSW2) hours a week.
   d) I understand that I may be required to commute outside of Fresno city/county for my internship.
   e) I understand that I shall maintain professional conduct in accordance with the university and the department academic policies and standards (including the N.A.S.W Code of Ethics and professional social work values)
   f) I understand that I must be enrolled in SWRK 280/281 or SWRK 282/283 (MSW1 or MSW2 field placement respectively)
   g) I understand that the Department of Social Work Education makes every effort to place all eligible students but cannot guarantee that an agency will agree to provide me with an internship.

6. If the situation arises and I need to terminate the internship prior to fulfilling my commitment, I shall terminate in an appropriate, professional manner as designated by the department and assigned agency. I will provide written and verbal notice as required by the department and agency. All leaves of absences need to be discussed and approved by the department chair and the field coordinator. If I fail to follow these procedures, I may not be allowed to return to the social work program.

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

Student Name (Print): ___________________________________________ Date __________________

Student Signature: ________________________________________________

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

168 | P a g e
RELEASE OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND AGREEMENT TO PAY CLAIMS

Activity: _______________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Activity Date(s) and Time(s): _____________________________________________________
Activity Location(s): ____________________________________________________________

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

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

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

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

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

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

Participant Signature: ________________________  Student ID# ______________
Participant Name (print): ________________________  Date: ______________
If Participant is under 18 years of age, or has a legal conservator or guardian:

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

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

____________________________
Signature of Participant’s Parent or Legal Guardian/Conservator

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

____________________________
Participant’s Name

STUDENT EMERGENCY INFORMATION

Participant’s Name: __________________________________________

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>MI</th>
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Date of Birth _____/_____/______ Student ID#_______________________

Emergency Contact Information (required)

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

<table>
<thead>
<tr>
<th>Last, First Name</th>
<th>Emergency Contact 1</th>
<th>Emergency Contact 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship</td>
<td></td>
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<tr>
<td>Street Address</td>
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<tr>
<td>City, State, Zip, Country</td>
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<tr>
<td>Phone: Home</td>
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<tr>
<td>Phone: Work</td>
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<tr>
<td>Phone: Cell</td>
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</tbody>
</table>
Weekly Supervision Agenda

Fresno State
Department of Social Work Education

Weekly Individual Supervision & Internship Hours Log

MSW Social Work Intern for week of: ____________________________

| Monday: ________ am/pm To ________ am/pm | Tuesday: ________ am/pm To ________ |
| Wednesday: ________ am/pm To ________ am/pm | Thursday: ________ am/pm To ________ |
| Friday: ________ am/pm To ________ am/pm | |

Fall Semester _______ Spring Semester ________

Missed days/hours _______________________ Date/time (s) for makeup ____________________ Total Hours to Date: ____________

Additional approved activities/hours: ____________________________________________________________________________

CSUF Liaison Contacted ______________________ Date: ______________    Corrective Action Plan Date: ____________

Supervision Agenda – to be prepared in advance by student intern

<table>
<thead>
<tr>
<th>Assignment (see learning agreement)</th>
<th>Disposition/Current Status:</th>
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<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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</table>

Topic(s) for Discussion: _____________________________________________________________________________________

______________________________________________________________________ ___________________________________

_________________________________________________________________________________________________________

Review of Assigned Cases: ____________________________________________________________________________________

_________________________________________________________________________________________________________

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

Questions/Concerns: ________________________________________________________________________________________

______________________________      ______________  __________________________  ________________
Student Signature                 Date   Field Instructor Signature                 Date
Application for Internship in Agency of Employment

I. Identifying Information:

Student Name: __________________________ Date: __________________________

Field Level: □ BA □ MSWI □ MSWII Academic year of placement: __________________________

II. Present Job Assignment:

A. Please type in the text box below a description of your present job assignment and the specific circumstances of the assignment. Include:
   • Job classification
   • Job status (temporary/permanent; full time/part time); specify that probationary status in current work assignment has been satisfactory completed.
   • Length of employment
   • Regular hours of employment
   • Present job duties and a thorough description of functional tasks
   • Names of those persons responsible for your direct supervision and for administration of the agency.

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

<table>
<thead>
<tr>
<th>Textbox for brief description</th>
</tr>
</thead>
</table>

IV. Proposed Internship Experience

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

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

| Textbox for proposed internsh || Title: |
|------------------------------|--------|
|                               |        |

B. Proposed MSW Field Instructor:

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

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

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

Professional Identity/Development (list at least 4 activities)

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

V. Signatures:

______________________________   ______________________________
Student Signature                Date:

______________________________   ______________________________
Proposed MSW Field Instructor                                                                        Date:

______________________________   ______________________________
Agency Administrator                                                                                       Date:

______________________________   ______________________________
Department of Social Work Field Coordinator                     Date:
For Unsatisfactory Student Performance in Field Placement
(Refer to the Field Manual for course requirements and grade procedures)

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

Date: ____________________________

STUDENT NAME: ________________________________________________________________________________

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

PLACEMENT AGENCY

FIELD INSTRUCTOR

FACULTY LIAISON

ACADEMIC ADVISOR

Identified Performance Issues: (please attach additional supporting documentation if necessary)
1. 
2. 
3. 
4. 

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Current Level of Performance</th>
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<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1. Professional Development</td>
<td></td>
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<tr>
<td>a. Attendance and</td>
<td>☐</td>
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<tr>
<td>Time Management</td>
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<tr>
<td>b. Use of Supervision</td>
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Date Rcvd: ____________________________
c. Completion of Assignments

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<tr>
<th>Current Level of Performance</th>
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<tbody>
<tr>
<td>Satisfactory</td>
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</table>

2. Multi Systems Social Work Practice

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<tr>
<th>subcategory</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>a. Practice with Clients</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b. Practice with Staff</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>c. Practice with Administration</td>
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3. Assumption of Professional Responsibility for:

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<th>subcategory</th>
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<th>Marginal</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>a. Skill Development</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>b. Assignments</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>c. Professional Demeanor</td>
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4. Other (Please Specify Below)

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<td>4. Other (Please Specify Below)</td>
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</table>
**Corrective Plan**

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

<table>
<thead>
<tr>
<th>Performance Objectives:</th>
<th>Time Frame:</th>
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<th>Field Instructor Will:</th>
<th>Time Frame:</th>
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<tr>
<th>Faculty Liaison Will:</th>
<th>Time Frame:</th>
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**Additional Information:**
Next Review Date: _________________________________

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

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Field Instructor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Faculty Liaison Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Coordinator Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
SAMPLE Corrective Action Plan  
For Unsatisfactory Student Performance in Field Placement  
(Refer to the Field Manual for course requirements and grade procedures)

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

DATE: 10/23/17

STUDENT NAME: Sample Student

STATUS: [ ] BA (1st Semester) [ ] BA (2nd Semester) [ ] MSW1 [X] MSW2

Placement Agency: Nowhere County Children’s Services

Field Instructor: Sample Instructor

Faculty Liaison: Sample Liaison

Academic Advisor: Sample Advisor

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

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

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Current Level of Performance</th>
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<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
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<tr>
<td>1. Professional Development</td>
<td></td>
</tr>
<tr>
<td>a. Attendance and Time Management</td>
<td>[ ]</td>
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<tr>
<td>b. Use of Supervision</td>
<td>[X]</td>
</tr>
<tr>
<td>c. Completion of Assignments</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. Multi Systems Social Work Practice</td>
<td></td>
</tr>
<tr>
<td>a. Practice with Clients</td>
<td>[X]</td>
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<tr>
<td>b. Practice with Staff</td>
<td>[X]</td>
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</table>
c. Practice with Administration

Current Level of Performance

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<th></th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>3. Assumption of Professional Responsibility for:</td>
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<td></td>
</tr>
<tr>
<td>a. Skill Development</td>
<td>[ ]</td>
<td>x</td>
<td>[ ]</td>
</tr>
<tr>
<td>b. Assignments</td>
<td>[ ]</td>
<td>x</td>
<td>[ ]</td>
</tr>
<tr>
<td>c. Professional Demeanor</td>
<td>[ ]</td>
<td>x</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Corrective Plan**

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

**Performance Objective:**

<table>
<thead>
<tr>
<th><strong>Performance Objective</strong></th>
<th><strong>Time Frame:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ms. Student will attend internship consistently as scheduled</td>
<td>11/9/17</td>
</tr>
<tr>
<td>2. Ms. Student will report excused absences by 8:00 AM that day</td>
<td>11/9/17</td>
</tr>
<tr>
<td>3. Ms. Student will demonstrate appropriate boundaries and professional demeanor in her work with clients and staff.</td>
<td>11/18/17</td>
</tr>
</tbody>
</table>

**Field Instructor Will:**

<table>
<thead>
<tr>
<th><strong>Field Instructor Will</strong></th>
<th><strong>Time Frame:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FI will provide one hour of supervision to Ms. Student</td>
<td>10/14/17</td>
</tr>
<tr>
<td>2. FI will discuss professionalism in supervision</td>
<td>10/28/17</td>
</tr>
<tr>
<td>3. FI will have student observe her working with clients to model appropriate boundaries and professional demeanor.</td>
<td>11/9//17</td>
</tr>
</tbody>
</table>

**Faculty Liaison Will:**

<table>
<thead>
<tr>
<th><strong>Faculty Liaison Will</strong></th>
<th><strong>Time Frame:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contact FI and student weekly to monitor progress</td>
<td>10/21/17</td>
</tr>
<tr>
<td>2. Meet with student on campus to reinforce professional socialization</td>
<td>10/28/17</td>
</tr>
<tr>
<td>3. Meet with FI and student in November to assess progress</td>
<td>11/18/17</td>
</tr>
</tbody>
</table>

**Additional Information:**
Ms. Student is warm and engaging with clients and seems to have a genuine interest in working with them. She has good potential as a social worker but needs to improve her attendance as well as her professional demeanor.

Consequences for Continued Unsatisfactory Performance:

1. Dismissal from the field placement agency.
2. No credit grade for SRWK 282
3. Referral to academic advisor for planning.

Next Review Date: 11/18/17

Student Signature

Field Instructor Signature

Faculty Liaison Signature

Field Coordinator Signature
**Internship Hours Form**

(add the link from the website when updated)

California State University, Fresno
Department of Social Work Education

**INTERNERSHIP HOURS FORMS**

**Semester:** (check one)  
☐ FALL 20___  ☐ SPRING 20___  
☐ SWRK 181/182  ☐ SWRK 280/281  ☐ SWRK 282/283

Student’s Name: ________________________________________________

Agency Name: __________________________________________________

Field Instructor/Agency Supervisor’s Name: __________________________

Internship Hours for month of: ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>In</th>
<th>Out</th>
<th>Total Hours</th>
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<tr>
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</tbody>
</table>

Monthly Total= ________________________________________________

Student Signature: ___________________________  Date: ________________

Field Instruction/Agency Supervisor Signature  Date: __________________
Social Work Intern Orientation Checklist

Within the first month of field placement, each social work student shall receive a comprehensive orientation to the agency. The Agency is responsible for covering the following items as you orient the social work student intern to your agency. The orientation checklist includes, but is not limited to:

Agency Overview

☐ Review agency mission/purpose statement/philosophy/goals.
☐ Review organizational structure.
☐ Review the funding auspices and staffing patterns of the agency.
☐ Review the role of the agency in relation to the community and its resources.
☐ Review the identified program or service area where the student is assigned to complete practicum requirements.

Agency Policies and Protocols

☐ Review agency policies and procedures manual
☐ Review telephone and communication policies/computer utilization.
☐ Review internal communication policies.
☐ Review office procedures, supplies, and provisions.
☐ Review parking details and mileage policy.
☐ Review work schedule, including late arrivals, absenteeism, lunch-time, and breaks.
☐ Review agency, department, and/or program meeting schedule.
☐ Review intake, admissions, eligibility, registration, and informed consent policies and procedures.
☐ Review information and referral policies.
☐ Review client fees and payment schedule.
☐ Review forms for documentation/accountability/utilization review
☐ Review client records and charting policies and procedures.
☐ Review all laws, ethical codes, and social work values regulating social work practice.
☐ Review confidentiality, privileged communication, and release of information, and legal exceptions to confidential information.
☐ Review reporting laws and protocol, including child abuse/neglect, elder/dependent adult abuse/neglect, and abusive or assaultive behavior.
☐ Review high risk/dangerous client laws, including suicide, Tarasoff statute.
☐ Review client emergency protocol.
☐ Review agency policy regarding safety and security procedures and protocol, e.g. personal safety; agency safety; community safety, etc.
☐ Review agency policy regarding harassment and discrimination.
☐ Review agency policy regarding Americans with Disabilities Act.
☐ Review agency policy regarding HIPAA regulations and legislation.
☐ Review agency policy regarding OSHA.
FIELD INSTRUCTOR/STUDENT RESPONSIBILITIES

☐ Review role, responsibilities, and expectations of student interns in the agency operation.
☐ Review role and responsibilities of field instructors and task supervisors (if applicable).
☐ Review supervision orientation, preparation and expectations for supervision.
☐ Review supervision schedule.
☐ Review emergency consultation with field instructor protocol.
☐ Review educationally based recordings, process recordings and schedule.
☐ Review agency orientation, training, and staff development opportunities (if applicable).
☐ Review plan for diversity/multi-cultural experiences.
☐ Review how student will represent professional self and identifying self as a social work intern with clients, staff and professionals.
☐ Review scope of practice within the agency and as a social work student.
☐ Review professional boundaries in the students’ relationships with clients, collateral clients, and agency staff.
Multi-Dimensional Assessment Form

Identifying Information

Name: ___________________________________________ Date: ____________________________

Gender: M____ F____ Age_____ Ethnicity____

Occupation: ______________________ Primary Language ____________________________

Relationship Status:

Single________ Married_________ Divorced:_______ Other: _______

Lives with: ________________________________________________________________

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

Referral Source: ________________________________________________________________

Reason for Referral: ____________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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

Summary of History:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Current Functioning (complete all applicable areas):

Strengths: ________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

School Adjustment: __________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Occupational Adjustment: ______________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Social Adjustment: 

Emotional Adjustment: 

Health (include relevant medical history) 

**Family and Support System Information**

Family in the Household: 

Extended Family and/or Support Systems: 

Summary of Family Interaction: 

**Community Context**

Home and Neighborhood Environment: 

Relationship with relevant macro systems (schools, workforce, public agencies, etc:)

**Diagnostic Formulation**


### Mental Status Exam

1. Appearance  ___Neat  ___ Casual  ___ Dirty  ___ Appropriate
   Age Appropriate  ___ Yes  ___ No
   Sex Appropriate  ___ Yes  ___ No

2. Attitude/Sociability  ___Average  ___ Engaging  ___ Friendly
   ___ Aloof  ___ Negativist

3. Relatedness:  ___ Makes eye contact  ___ Avoids ___ Eye Contact  ___ Cooperative
   ___ Uncooperative  ___ Distractible

   Motor Activity:  ___ Appropriate  ___ Hyperactive  ___ Restless

4. Affect: Impulse Control:  ___ Adequate  ___ Easily Distracted  ___ Poor
   Range:  ___ Appropriate  ___ Inappropriate  ___ Flat

5. Mood:  ___ Euthymic  ___ Depressed  ___ Anxious
   Quality  ___ Consistent  ___ Labile

6. Speech:  ___ Coherent  ___ Incoherent
   Voice Tone:  ___ Soft  ___ Moderate  ___ Loud

7. Thought Process Factors:
   ___ Logical  ___ Organized  ___ Coherent
   ___ Illogical  ___ Disorganized  ___ Perseverations
   ___ Blocking  ___ Loose Associations

8. Content of Thought:
   ___ Oriented  ___ Preoccupations
   ___ Hallucinations  ___ Delusions  ___ Bizarre  ___ Circumstantial
   ___ Tangential

Harmful Thoughts:  Toward Self:  ___ Yes  ___ No
                     Toward Others  ___ Yes  ___ No

If yes, state any plan or threatening statements:
__________________________________________________________________________________________
__________________________________________________________________________________________

9. Perception:  ___ Accurate  ___ Distorted

10. Orientation:  ___ Person  ___ Place  ___ Time
    ___ Recent Memory  ___ Remote Memory
    ___ Focused  ___ Distractible

11. Cognitive Function:
    ___ General Fund of Knowledge Intact
    ___ Gaps in General Fund of Knowledge
12. Abstraction:  ___ Abstract Thinker  ___ Concrete Thinker

13. Judgement: ___ Understands  ___ Consequences
   ___ Exercises appropriate judgement
   ___ Disturbances in judgement

                ___ Emotional

**Person-In-Environment**

Factor I: Social Functioning Problems

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Factor II: Environmental Problems

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Factor III: Mental Health Problem

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Factor IV: Physical Health Problem

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**SOCIAL WORK SERVICE PLAN**

Name: ________________________________ Date of Plan: ________________

Gender:  ___ M   ___ F   Age: ___

MSW2 Intern: ____________________________________

Identified Needs Problems:
1. _______________________________________________________________________________________
2. _______________________________________________________________________________________
3. _______________________________________________________________________________________
4. _______________________________________________________________________________________

Short-Term Goals:

1. _______________________________________________________________________________________
2. _______________________________________________________________________________________
3. _______________________________________________________________________________________
4. _______________________________________________________________________________________
5. _______________________________________________________________________________________

Long-Term Goals:

1. _______________________________________________________________________________________
2. _______________________________________________________________________________________
3. _______________________________________________________________________________________
4. _______________________________________________________________________________________ 

Service Plan: (Include modality, intervention method, and frequency for each services)

1. _______________________________________________________________________________________
2. _______________________________________________________________________________________
3. _______________________________________________________________________________________
4. _______________________________________________________________________________________
5. _______________________________________________________________________________________

DIAGNOSTIC ASSESSMENT REPORT

Name: ___________________________________________ Therapist ________________________________
Intake/Assessment Date(s) _________________________ Report Date _________________________________

1. Purpose of Visit/Current Life Situation (Include duration/frequency of symptoms)
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. History of Current Problem/Development Incidents/Treatment History/Medications, etc.
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

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3. Current Functioning, Symptoms, and Impairments (e.g., occupational, social, emotional)

STRENGTHS
WEAKNESSES

4. Family Mental Health History

5. Other (Substance abuse, suicidal ideations, court referral, ect.)
Process Recording Format
The following format and example of process recording is taken from Wilson (1981).*

Format:

<table>
<thead>
<tr>
<th>Supervisor’s Comments</th>
<th>Dialogue</th>
<th>Student’s Gut Level Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this column, the supervisor enters his comments opposite the material recorded in</td>
<td>This is where the student records the content of what took place in the interview.</td>
<td>The recorder puts down any feelings he was aware of as the dialogue was taking place. For example, “I felt anxious.”</td>
</tr>
<tr>
<td>the dialogue” column. He may point out techniques used by the student, comment on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the meaning of a client’s response, raise questions for the student to think about</td>
<td></td>
<td></td>
</tr>
<tr>
<td>suggest alternate responses or techniques, and so forth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXAMPLE:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m sure your being more comfortable affected the interview positively.</td>
<td>Mrs. B: I got a letter from my husband on Monday and he said to go ahead and file for divorce.</td>
<td>I felt a little more confident than last time.</td>
</tr>
<tr>
<td>I wonder why the sudden change?</td>
<td>W (Worker): So you are filing for divorce?</td>
<td>I was surprised – Mrs. B. was very willing to talk this time!</td>
</tr>
<tr>
<td>I’ll believe it when I see it!</td>
<td>Mrs. B.: Yeah – I’m going to go ahead and do it.</td>
<td>I’m feeling more at ease.</td>
</tr>
<tr>
<td></td>
<td>W: Are you planning on filing soon, or are you going to wait a while?</td>
<td></td>
</tr>
<tr>
<td>I wonder what other feelings she has about what’s happened?</td>
<td>Mrs. B: Pretty soon, I hope I may as well get a divorce since he’s going to be in jail for 15 years.</td>
<td></td>
</tr>
</tbody>
</table>
| What are the four kids doing while you all are talking? | Sister: I think she out to go ahead and get one.  
W: Where is your husband now?  
Mrs. B.: In Puerto Rico.  
W: What jail is he going to?  
Mrs. B: I don’t know. |
| --- | --- |
| Your bias is showing (for her to get the divorce!) | W: Would transportation to Legal Aid be a problem – if so, I’ll be glad to take you.  
Sister: The car wouldn’t be a problem-we’ve all got the family car. |
| She should know if she’s filed before. | Mrs. B: How much would the divorce cost me?  
W: I’m not real sure-probably nothing or maybe just a small amount. I’ll check on it for you  
Mrs. B.: OK. I’ve filed for divorce once before. |
W: Well, whatever happened?  
I feel like I’m getting somewhere-not far, but somewhere. |

Note: Names and identifying details in all recording examples have been altered to preserve confidentiality.

Faculty Liaison Site Visit Check Off List: First Visit
California State University, Fresno
Department of Social Work Education

Check-Off List

Student Name: _____________________________________________________________________________

Agency Name: _____________________________________________________________________________

Date: _____________________________________________________________________________________

Second Visit – (September and February)

1. ________ Orientation Schedule
   • Discuss Field Instructor orientation and preparation for role
   • Discuss Field Instructor professional development/training needs and include in faculty liaison report.
   • Discuss student’s orientation to the field placement agency
   • Discuss field placement schedule and supervision time

2. ________ Learning Experience
   • Discuss planned learning experiences
   • Discuss current CSUF classes and integration of classroom knowledge and field experiences.
   • Encourage student to share course syllabi and assignments with field instructor

3. ________ Learning Agreement
   • Provide consultation in the development of the student’s learning agreement.
   • Address the assignments of the learning agreement and make suggestions regarding appropriate learning experiences.
   • Remind field instructor and student about the learning agreement due dates.

4. ________ Evaluation
   • Discuss performance evaluation as an on-going and mutual process via supervision.
   • Address formal, written evaluation due dates and a mutual process for completing evaluations.
   • Discuss the problem-solving process with field instructor and student (Section 5 of field manual).

5. ________ Evaluation of Practice Assignments
   • Discuss requirements and expectations regarding journal and evaluation of practice.
   • Address importance of field instructor feedback.

6. ________ Next Visit
• Schedule next liaison visit (November or April)
• Provide information on how to reach you between visits if needed.

7. ________ Faculty Liaison Report

• Submit a brief summary of your site visit to the Field Coordinator via IPT.
• Include information on any problems or concerns.
• Please submit reports within 2 weeks of your visit.

Thank you!
Faculty Liaison Site Visit Check Off List: Second Visit
California State University, Fresno
Department of Social Work Education

Check-Off List

Student Name: _____________________________________________________________________________

Agency Name: _____________________________________________________________________________

Date: _____________________________________________________________________________________

Second Visit: (November and April)

1. ________ Learning Progress
   • Discuss learning assignments outlined in the student’s learning agreement.
   • Discuss student’s learning progress in carrying out assignments.
   • Note areas of learning that have not been addressed and make suggestions for completion.

2. ________ Supervision
   • Discuss supervisory relationship and consistency of supervision time.
   • Elicit feedback on student performance and assist with any issues or concerns regarding progress.
   • Emphasize the problem solving process for addressing any concerns.

3. ________ Evaluation
   • Discuss final evaluation due date.
   • Discuss importance of student and field instructor involvement in completion and discussion of performance evaluation.
   • Request that the final evaluation be completed in IPT so that you can sign it, then it is ready for the Field Coordinator.

4. ________ Evaluation of Practice Assignment
   • Provide feedback on evaluation of practice assignments.

5. ________ Next Semester/Termination
   • If student will continue in placement, discuss general plans and needs for learning assignments and revision of learning agreement.
   • If student will complete internship, discuss plans for termination.
   • Discuss with the agency potential learning opportunities for the upcoming year.
   • Explore the availability of additional field instructors at the agency and document in liaison report.
   • Keep the agency up-to-date on the curriculum of DSWE.
6. Faculty Liaison Report

- Submit a brief summary of your site visit to the Field Coordinator via IPT.
- Include information on any problems and concerns.
- Evaluate the field placement and field instruction and make recommendations for follow-up.
- Please submit reports within 2 weeks of your visit.

Thank you!