

San Diego State University School of Social Work

Master Syllabus – Fall 2007¹

Social Work 750A - Advanced Field Practicum in Direct Practice Social Work

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I. Purpose and Description of Course

The MSW II-SW 750A Advanced Field Practicum course is designed as an entire academic year (Fall and Spring Semesters) course with the requirements and expectations that the student will attend and participate in an advanced field internship in the same field practicum setting and in advanced field practicum school-based labs for both semesters consecutively.

The second year of graduate field education includes this 4-credit course involving an educationally focused practicum experience in an assigned human services organization and eight – 1.75 hour biweekly advanced field practicum labs scheduled over the semester. The advanced direct practice social work field practicum provides supervised practice assignments designed for continuation and intensification of experiences in application of social work objectives, principles and skills in service to individuals, families, groups and communities. Second year field education practicum experiences are expected to assist the student in building on the foundation of skills achieved during the first year of generalist practice.

The student is expected to: gain experience with a larger volume of direct practice / clinical cases, in-depth comprehensive psychosocial assessments, assignments; utilize theoretical frameworks, e.g. systems, psychodynamic, cognitive-behavioral and humanistic interpersonal models; practice skills in assessment, diagnosis, treatment, and evaluation of individuals; develop increased insight and understanding of agency and client systems; practice and uphold social work values, laws, and ethical issues governing social work practice; and be cultural competent when working with clients, staff, etc.

For the fall semester, a total of 290 clock hours in the agency – advanced field practicum, for approximately 20 hours per week are required for the Fall semester (230 hours each semester for Joint Program students only) and 8 Advanced Field Practicum Lab classes, scheduled every other week.

SW 750A Course Prerequisite:

- SW 650 - Field Practicum, Fall and Spring Semesters, grades of Credit
- Advanced Field Practicum - Agency Confirmation
Student has met pre-interview, interview, and additional agency screenings and is approved and confirmed by Agency and SDSU for internship for this academic year.
- Concurrent Practice Course Prerequisites: SW 630, SW 631, and SW 632 – grades of C or better.
- Qualifying Examination – passing score

¹ Revised: 5/2007 by members of the Field Education Curriculum Task Group – Marci W. Siegel, LCSW, Chair and members of the Direct Practice Curriculum Task Group – Sally G. Mathiesen, Ph.D., Chair.

SW 750A Course Co-Requisite for Fall Semester:

Social Work 744 – Advanced Seminar in Direct Practice with Individuals.

II. Course Objectives*

The student is expected to demonstrate advanced competency in direct practice reflecting core learning areas in the SW 750A Advanced Field Practicum curriculum. The five core areas in Field Education are:

1. Development of Professional Responsibility and Identity
2. Development of Responsibility as a Learner
3. Development of Knowledge of the Field Work Agency and the Community
4. Development of Organization, Work Management, and Communication Skills.
5. Development of Practice and Intervention Skills

These Five Core Learning Areas and its objectives following provide a guide for an evaluation of the student's performance and represent expectations to be achieved by the end of the SW 750A, Advanced Practicum in Direct Practice Course.

A. Knowledge

1. Understands, respects, and integrates the ethics and values of the social work profession.
2. Understands the social work role and operates within the scope of practice in the context of the practicum agency and the profession.
3. Independently determines areas of knowledge needed.
4. Demonstrates knowledge of the field practicum agency and the community, including the agency's goals, mission and program, as well as the community the agency serves.
5. Recognize the use of self-awareness for professional use of self in the context of continued development of the social work professional role.
6. Understands and applies selected knowledge and theoretical concepts in work with client systems.
7. Applies knowledge of human differences in practice, e.g. cultural, racial, religious, sexual orientation, socioeconomic, gender, disabled, age, etc.
8. Identifies how culture influences client's values and behaviors.
9. Applies knowledge and concepts of human growth and development in work with clients (biological, behavioral, environmental, emotional, and social).
10. Demonstrate knowledge of the range of practice interventions, reflecting the continuum of social work practice information and referral, advocacy, case management, crisis intervention, short-term psychotherapy models and long-term intervention, cognitive-behavioral models, systems, and psychodynamic theory. Conceptualize and analyze these models with the student's experiences.
11. Demonstrate and analyze major assessment issues, including the severity of a crisis, level of psychopathology, strengths of the individual, and the biological, interpersonal and environmental concerns.
12. Recognize professional relationships and effective communication principles with clients, peers, colleagues, other professional disciplines, and representatives of organizations and communities.
13. Demonstrates knowledge of models for organizing/empowering clients and communities served by the agency.
14. Demonstrates knowledge and understanding of the impact of substance abuse, child abuse, neglect, and family violence on the family.

B. Values and Ethics

1. Understands, respects and integrates social work values, NASW Code of Ethics, and legal issues regulated by and associated with social work practice and the profession.
2. Demonstrates professional practice with legal and ethical issues related to high-risk client situations.
3. Understand and demonstrate one's scope of competency, which includes an awareness of professional strengths and weaknesses.
4. Demonstrates an understanding of the social work role in the context of an interdisciplinary team and interagency collaboration.
5. Maintains professional boundaries, distinguishing a professional relationship from a personal relationship with clients, staff, and community members.
6. Continue to demonstrate ability in recognizing and intervening when necessary when confronted with legal and ethical principles, social work values and dilemmas in clients and systems, especially potentially high risk situations.
7. Demonstrates a sensitivity and commitment to working with all types of families of different race, ethnicity, socio-economic level, sexual orientation, gender, age, disabled, and other cultural factors, etc.

C. Skill Objectives

1. Demonstrates in practice and supervision, adherence to the NASW Code of Ethics, social work values, and laws that govern the social work profession.
2. Upholds client confidentiality at all times and in interactions within and outside the organization and the school.
3. Operates within the social work role and scope to practice within the profession and in the context of the placement agency.
4. Demonstrates professional responsibility and professional identity by the ability to distinguish between personal and professional role, e.g. as exercised in boundary issues; countertransference-transference issues; scope of practice; etc.
5. Maintains professional boundaries, distinguishing a professional relationship from a personal relationship with clients, staff, and community members.
6. Demonstrates heightened self awareness in relation to family issues and problems.
7. Demonstrates development of responsibility as a learner by illustrating motivation in the role of learner and utilizing field instruction effectively.
8. Demonstrates self-awareness of biases, strengths and limitations and learning style.
9. Demonstrates effective written communication, e.g. notes, reports, process recordings, agency documentation, in accordance with agency and school policies.
10. Demonstrates ability to present orally in clear, concise, focused and respectful manner.
11. Demonstrates use of professional self.
12. Demonstrates ability to engage clients, elicit presenting problems, feelings, and goals.
13. Demonstrates ability to assess client and/or family members for high-risk behaviors.
14. Demonstrates ability to independently complete an in-depth comprehensive client biopsychosocial history and assessment, develop a differential diagnosis based on DSM IV-TR, case conceptualization and identifying intervention theories and models.
15. Demonstrates the ability to identify and address diversity issues and values differences with the client in flexible and culturally responsive ways.
16. Demonstrates skill in the application of specific interventions, modalities, and processes in the three phases of treatment, including short-term psychodynamic therapies, cognitive-behavioral, psychodynamic, systems and crisis models to individuals, groups, families and communities.
17. Demonstrates ability to assess the best intervention and treatment modality for the

client based on practice, drawing from experience and research in the field.

18. Demonstrates ability to manage and maintain the intervention process as evidenced by documentation, case presentations, and colleague and client feedback.
19. Selectively chooses, utilizes and advocates for adjunct resources, networks and systems to compliment the intervention process.
20. Demonstrates skills to identify and assess situations currently affecting the family.

****Students are required to refer to the “MSW II - SW750A Advanced Field Comprehensive Skills Evaluation,” located on the Field Education Web pages, SDSU School of Social Work Web Site, Forms-MSW II for all required learning objectives and competencies.***

III. Course Outcomes

At the completion of Social Work 750A, students will be able to demonstrate:

1. Knowledge and advanced direct practice skills in the assessment, intervention and treatment of the individual, with emphasis on biopsychosocial, psychodynamic, developmental, and cultural issues.
2. Apply culturally sensitive practice and understand the importance of culture and its values, including ethnicity, religion, gender, age, socioeconomic status, sexual orientation, and disability in providing effective social work services.
3. Knowledge and practice skills in identifying severity of crisis, developmental issues, presenting psychopathology, if applicable, environmental factors, adjunctive resources, and strengths of the individual.
4. Knowledge and skills involving various interventions, immediate and long-term goals with the client, and treatment issues.
5. Knowledge, skills, interventions, and the ability to be in compliance with legal mandates, social work values, and the principles and standards in the NASW Code of Ethics.

Relationship with Practice Courses:

As the field practicum is taken concurrently with required practice courses, **the student is responsible for providing and discussing the advanced field practicum course and practice course syllabi with his/her respective field instructor.** It is understood that some of the practice course assignments can be completed by the experiences and requirements gained in the field practicum.

Also, the advanced field practicum integrates knowledge, skills, assignments, and implications in other practice course areas; e.g. policy, research, human behavior and development. It is the student's responsibility to inform their field instructors of other course assignments that involve advanced field practicum experiences.

IV. Required Textbooks-Readings

Required Texts and Supplemental Readings:

- SW 750A Advanced Field Practicum – Direct Practice Master Syllabus - 2007-2008.

Author: M.W. Siegel.

- SW 750A Advanced Field Practicum – Direct Practice Supplemental Course Syllabus - 2007-2008. Author: Field Faculty Instructor.
- NASW Code of Ethics (1996, 1999). Washington, D.C.: Author: NASW Delegate Assembly. Search www.socialworkers.org
- NASW, California Chapter. (March 2003). *HIPPA highlights for social workers*. Retrieved March 2003 from <http://www.naswca.org>.
- Graduate Field Practicum Manual (latest edition), available at the front desk for reference and currently being revised for the school web site. Students are responsible and under the auspices of all the policies, procedures, forms, etc. for each respective current year they are enrolled in the field practicum courses.
- Specific readings assigned by the field faculty, field instructor, and/or course instructor which will enhance the student's field practicum internship role in his/her specialized field of service.

Required Web Site Review and Readings:

- SDSU School of Social Work Web Site – Field Education
<http://socialwork.sdsu.edu/field>
- National Association of Social Workers
www.socialworkers.org
- National Association of Social Workers – California Chapter
www.naswca.org
- Board of Behavioral Sciences – State of California
www.bbs.ca.gov
- California Laws
www.leginfo.ca.gov

Recommended Readings:

- American Psychiatric Association (2001). *DSM IV* (5th ed). Washington, D.C: Author:

V. Course Requirements*

Students are under all requirements set forth in the field education curriculum, e.g. as noted in the Master Course Syllabus; Instructor's Supplemental Course Syllabus Packet; preceding Spring SW 750A/B Placement Planning Meeting; 750A/B Advanced Field Practicum Application and Policies; 750A/B Advanced Field Practicum Student Agreement; Advanced Field Practicum Labs; 750A learning plan; internship logs; 750A Comprehensive Skills Evaluation; the SDSU School of Social Work and Field Experience Facility Agreement; and as outlined in the required readings and web site readings for this course.

- **Please refer to instructor’s Supplemental Course Materials Packet for additional assignments and due dates, as well as class policies.**
- *Students are encouraged to bring in case situations from their Field practicum to contribute to class discussions. They are expected to maintain client confidentiality at all times by changing names and disguising identifying information. Please refer to the Graduate Student Handbook and the SSW Website> Field Education> Forms> All Students for information regarding client confidentiality.*

It is the student’s responsibility to keep their field instructors and agency’s apprised of field course and concurrent practice course information on a regular basis.

Students are under the auspices of all School policies (School policies pertaining to Field Curriculum requirements can be located in this course syllabus, the Graduate Field Practicum Manual, edition for the 2005-2006 Academic Year), School curriculum, SDSU Bulletin of the Graduate Division, and the School of Social Work Graduate Student Handbook, latest edition.

*Please note that it is the student’s responsibility to keep apprised of and review the School of Social Work Bulletin Boards, and field course in SDSU Blackboard for new and/or revised School policies throughout the Academic Year.

A. Practice Requirements for Academic Year 2007-2008**

Appendix A - Refer to the MSW II – Advanced Year, Direct Practice – SW 750A Course Requirements- Brief Overview for further detailed information, located at the end of the syllabus.

Students are required to receive initial caseload / practice assignment during weeks 2-4 in the Fall Semester.

Refer to the 2007-2008 General Field Education Calendar and your Instructor’s Supplemental Course Materials for all semester required due dates. Consult with your assigned field instructor and field faculty instructors for requirement questions.

Direct Practice:

14-16 hours per week in direct service provision. Approximately 80% hours per week consist of direct practice service delivery.

1. Micro: 7 – 10 Individual Cases (not in same family or household).
2. Completion of comprehensive psychosocial assessments for each assigned client.
3. Assignment of at least 2-3 on-going, long-term cases.
4. Attends, active, and consistent participation in case conferences and provides a minimum of three case presentations to the conference group.
5. Collaborative experiences with other members of inter/multidisciplinary team in the Practicum Agency.
6. Minimum of 2-3 Family Cases.

Case Diversity Focus: All students are required to have case assignments that differ from self, i.e. age, gender, religion, ethnic, sexual orientation, economics, disability, and other cultural factors.

Bilingual Students: caseload may not consist of more than 50% bilingual clients in order to

meet the diversity focus requirement stated above.

Mezzo Practice:

Group experiences are optional in this course.

Participation in a group experience is recommended, including educationally focused groups (e.g. parenting class); and therapeutically focused groups. Student obtains group experience, if needed, as a therapist or co-therapist.

Note: Micro / mezzo practice only.

B. Course Assignments – as required in two course components

1. Agency Field Practicum Internship

2. Field Practicum Labs

The following required MSW II, Advanced Field Practicum - SW 750A course assignments consist of:

1. Field Practicum Agency Orientation;
2. Social Work Student Orientation Checklist – written assignment;
3. Weekly supervision;
4. Weekly Internship Logs- determined by field faculty instructor;
5. Advanced Field Practicum Labs;
6. Client Systems Assessment – written on each assigned client;
7. Learning plan – written assignment;
8. Agency Site Visit – student, field instructor, and field faculty meeting conducted at agency;
9. Process recordings and Educationally-based recordings – written assignments;
10. 750A Advanced Field Practicum Comprehensive Skills Evaluation – written and completed by field instructor;
11. Student Self-Assessment and Evaluation Review – written assignment- determined by field faculty instructor; and
12. Any field faculty instructor assignments as outlined in the Supplemental Course Syllabus and packet.

1. Field Practicum Agency Orientation

Each field practicum agency is required to provide each student with a comprehensive orientation to the agency, its policies and procedures, the services it provides, the community it serves, the collaborative agencies it associates with, laws, values, ethics governed by social work practice in their agency, emergencies, how to reach the field instructor in a crisis situation, who is the assigned professional the student consults with in field instructor's absence; future scheduling with the student – internship hours, attendance and participation practices, expectations, assignments, supervision, etc.

Also, the Agency is responsible for orienting the intern in:

- Agency safety issues for individuals in the agency; in the car; in the office; in the community; conducting home visits, etc.
- Security policies and practices;
- Harassment policies within their organization;
- HIPAA compliance in accordance with agency training; following policies and procedures, signing an agency statement of compliance, etc.

Please refer to the “Social Work Student Orientation Checklist” form for further detailed orientation information.

Beginning the first week of the field practicum, weekly individualized, formalized, face-to-face, minimum of one-hour supervision is required.

Failure to hold supervision by the assigned field instructor on a weekly basis will result in the student not receiving the required hours and obtaining the requirements needed for receiving a grade of “Credit”.

2. Social Work Student Orientation Checklist (in Agency)

Refer to the SW 750A Advanced Field Practicum forms section on the School of Social Work, Field Education Web pages for the required form to be completed by you, your field instructor and your assigned field faculty. This form shall be handed in to your assigned field faculty by the required due date and it is the faculty's responsibility to have this form placed in the student's SDSU File.

The student is required to complete a new Social Work Student Orientation Checklist if the student is placed in a new field practicum site during the Fall or Spring Semester.

3. Supervision

Beginning the first week of the field practicum, **weekly individualized, formalized, face-to-face, one-hour (minimum) supervision will be held**. Supervision is to be held each week by the student's assigned field instructor. Failure to hold supervision by the field instructor on a weekly basis will result in the student not receiving the required hours and experiences in his/her fieldwork. Students are responsible for obtaining this supervision and informing their Field Faculty Instructor/Liaison immediately if there is a lack of supervision.

Refer to the Graduate Field Manual for requirements.

4. Internship Logs – determined by your field faculty instructor

This course assignment functions for several purposes: as an accountability tool as to how the students are spending their professional time in the agency; ensuring supervision is conducted on a weekly basis; reviewing course curriculum requirements being held; etc.

Log is to be reviewed, completed and signed-off on a weekly basis with your field instructor and in supervision. Logs to be handed in on a monthly basis, as determined by your field faculty instructor.

MSW II Internship logs are located on the SSW>Field Education Web pages> Forms > MSW II – 750A Course.

5. Advanced Field Practicum Labs

The Advanced Labs are designed to supplement and integrate the advanced direct practice content students receive in their concurrent courses. The advanced labs meet every other week during the academic year and will address specific skills, topics, issues, concerns related to the advanced field practicum experience.

Assigned Student Lab schedules are located in the School Email sent to 750A students in June 2007, and on the Field Education Bulletin Board. For SW 750A Course continuance in the 2008 Spring Semester, students will remain in the same field course sections.

The Advanced Field Practicum Labs provide a framework for advanced direct practice in social work. The labs are designed to:

1. integrate field and classroom learning;
2. assist student's learning in understand their cases in terms of applicable theories;
3. integrate experiences, e.g. practice with content from another course, such as policy or research implications;
4. practice skill application and development via role-playing, live supervision, vignettes, exercises
5. practice group interaction and communication skills via group exercises;
6. provide a forum to exchange and share clinical experiences;
7. allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self;
8. learn and provide feedback in a group process framework, specifically with the focus on student's verbal and non-verbal communication skills;
9. address "gaps" between course work at SDSU and practice experiences;
10. facilitate in developing the student's role as a social work professional; and
11. support a network for students;

6. Client Systems Assessment

A written biopsychosocial client systems in-depth, comprehensive assessment must be completed on each client that is assigned to the student. All items, except for the eco map and genogram, on the Client Systems Assessment Outline, located on the Field Education Web pages, Forms, MSW II – SW 750A course, are required to be completed for each client assessment.

Please note that if these items are located on the agency assessment forms, the student may choose to use the agency form, if his/her field instructor agrees.

7. Learning Plan / Educational Contract

The learning plan provides each student with the opportunity to participate in the planning of his/her field education experience, clarifying expectations for the student, the field instructor, the task supervisor, the field faculty and the field education coordinator.

The function of the learning plan is to operationalize the practicum goals and objectives by outlining specific student learning activities in the advanced field practicum and the means by which their achievement will be assessed.

The learning plan is located on the SSW > Field Education Web pages under Forms> MSW II - SW 750A course. The student can complete the plan on computer, download the form, provide required signatures and dates, and hands the plan into his/her assigned field faculty by the 2007 Field Education Calendar due date.

The graduate advanced level learning plan addresses the five core areas found in the SW 750A - Direct Practice, Field Education Comprehensive Skills Evaluation instrument and facilitates the student in individualizing his/her learning.

A written learning plan/educational contract is developed with the consultation and assistance of the field instructor. This plan will be completed by the 4th / 5th week in field practicum, signed by the field instructor and student, duplicated and handed into the field faculty, by the sixth week of field, for review and signature. The student, field instructor, and field faculty will keep finalized copies.

The learning plan shall incorporate relevant readings and other activities to address student's

individualized learning goals and objectives, which have been identified. Since this is a working document, the learning plan needs to be revised by the student's evaluation (at the end of the semester) and/or any time revision is appropriate. All revisions need to be discussed, approved, and signed off by the student, field instructor and respective field faculty.

Note: The student is required to write a new learning plan/educational contract if the student is placed in a new field practicum site during the Fall 2007 or Spring 2008 Semesters.

8. Process Recordings, Educationally Based Recordings and Agency Recordings

A minimum of two (2) process recordings are required for the Fall Semester and then again required for the Spring Semester.

Discuss with your field instructor, process recording procedures, how you will be informing your clients of this process, how to document process recordings and due dates involved. It is the field instructor's professional judgment as to how many process recordings, which clients to choose and how many clients to utilize process recordings with.

The field instructor shall provide written feedback on each process recording within an appropriate time frame and discuss the recording in order to further the student's learning and growth.

Refer to Process Recordings formats, located on the Field Education Web pages > Forms > MSW II.

9. Agency Site Visit(s) with Field Faculty Instructor, Field Instructor, and Student

Field Faculty schedule a minimum of one agency visit in the Fall/early Spring Semester, three-way meeting (field faculty, field instructor, and student). Student learning plans, field course requirements, field instructor or student concerns are reviewed and discussed.

Field instructors and students are informed that the field faculty are available for immediate consultation and may provide additional agency visits as need. Agency site visit(s) are held as part of the student's 20 hour per week internship hours and are held at the agency site.

Refer to the 2007-2008 General Field Education Calendar for when visits shall be scheduled and conducted by your assigned field faculty instructor/liaison.

10. Evaluations

The process of evaluation of student performance is continuous throughout the field education program. The student is required to take responsibility for learning, progress, and self-assessment. The student's own appraisal is consistent with a philosophy that encourages self-determination, self-awareness and motivation toward the highest level of development possible for the individual. Therefore, each student is required by the field instructor to actively engage in the evaluation process.

All evaluations are expected to be joint ventures in which both the student and field instructor participate, with the field instructor carrying the final responsibility.

a. At the end of each semester, your field faculty instructor may the student to write a self-evaluation, in accordance with his/her learning plan, identifying his/her strengths, limitations, progress, and future goals.

For format and suggested questions, please refer to the "Student Self-Assessment and

Evaluation Review,” located on the SSW>Field Education Web pages>Forms> MSW II- SW 750A course.

b. The SW 750A Advanced Field Practicum, Direct Practice Comprehensive Skills Evaluation is meant to assist the field instructor and student in identifying learning needs, and assessing progress toward the overall objectives. The deadlines for completing and submitting the written report are delineated in the 2007-2008 General Field Calendar. The field instructor is required to observe the due dates to ensure that the student is not penalized with an incomplete grade for the fieldwork course for the semester.

Student performance expectations are sequenced over two years of the field practicum, thus they are continuous and progressive in nature. The rate of this progression is dependent upon the individual student, but each student should achieve the minimum expectations for each semester and ought to show sustained growth throughout the year.

Advanced field performance expectations are organized into five core skill areas:

1. development of professional responsibility and identity;
2. development of responsibility as a learner;
3. development of knowledge of the fieldwork agency and the community;
4. development of organization, work management and communication skills; and
5. development of practice and intervention skills.

Minimum expectations in each of the above five core areas for each of the four semesters have been delineated. Each core area contains particular objectives and behavioral measures that are used to evaluate the student’s performance. The student must demonstrate an adequate performance/skill in all five areas to receive a grade of “credit” in the field course.

Failure to obtain minimum ratings of “3” for the graduate level, in all of the minimum competencies will result in the student engaging in a “Student Performance Agreement” process, or discontinuance of the student in the fieldwork placement, and a grade of “NO CREDIT”.

Evaluations are submitted in duplicate and must be signed by the field instructor, student, and field faculty (and must be handed in by the required due date to the assigned faculty). If the student is working with a task supervisor, the evaluation should reflect this experience too.

The field instructor is responsible for facilitating a meeting with the student, task supervisor, and herself/himself, to evaluate the student’s performance. The student's signature signifies that s/he has read the evaluation.

Each evaluation contains the agency name, the names of the student, field instructor, and field faculty (and the names of task supervisors when appropriate). The student receives a copy of the written evaluation. If necessary, the student may submit a written addendum to an evaluation when there is an apparent difference with the field instructor’s point of view. This addendum needs to be shared with the field instructor and the field faculty. The evaluation is reviewed by the field faculty , signed, and immediately filed in the student’s record.

Refer to the “MSW II - SW 750A Field Education Comprehensive Skills Evaluation,” located on the Field Education Web >Forms>MSW II - SW 750A course for further detailed

requirements and completion. This evaluative instrument should be reviewed on a continuous basis with your field instructor. The field instructor can complete this form on the computer, then download for required signatures and dates, and hand into assigned field faculty by the required due date.

Mid-Semester Comprehensive Skills Evaluation

The field instructor may complete a mid-semester evaluation when there are concerns regarding the student's performance, detected early on. The mid-semester evaluation addresses both the student's areas of competence as well as trouble spots, suggesting the need for special attention. The timing of this evaluation is purposely designed to afford enough time to introduce remedial actions, if necessary. Also the Student Performance Agreement meeting will be held with the field instructor, student, faculty, and field education coordinator, in order to assess, evaluate and document specifics as to how the student need to raise his/her performance level to achieve a satisfactory outcome in the field practicum course.

c. Student Evaluations of the Agency and the Field Practicum Learning Experience, and Student Evaluation of the Field Instructor.

It is considered ethical professional practice for students to complete the "Student Evaluation of the Agency and Field Practicum Learning Experience and the "Student Evaluation of the Field Instructor" at the end of each semester.

These evaluation forms will be sent to each 750A advanced field practicum student during the last three weeks of the fall semester, via the student's email address. The student will be able to complete the evaluations on-line and submit them on-line to the School of Social Work by the course calendar due date.

Due dates for these evaluations are provided in the 2007-2008 General Field Education Calendar.

VI. Grades

Grades will be administered in accordance with the policies set forth in the SDSU Bulletin of the Graduate Division, and will follow the School of Social Work Grading Policy documented in the Graduate Student Handbook. All graduate courses in the MSW program field education curriculum are on a "Credit / No Credit – Cr/NC" grading system.

According to the Graduate Bulletin, a grade of "Credit" in graduate level courses is awarded for work equivalent to all grades that earn 3.0 or more grade points (A through B). "No Credit" is awarded for work equivalent to all grades, which earn less than 3.0 grade points (B- through F).

"A" grade is defined as "outstanding achievement; available for the highest accomplishment".

"B" proficiency is defined as "average; awarded for satisfactory performance."

For the Fall 2007 Semester, students enrolled in Course SW 750A can be awarded a "Report in Progress – RP" grade in lieu of a grade of "Credit". The "RP" grade is used for graduate courses that extend beyond one academic term. "It indicates that work is in progress." The "RP" grade will be changed to a grade of "Credit or No Credit" for Fall Semester in mid-Spring Semester 2008.

Incomplete grade

On rare occasions (e.g., severe illness, family emergency), an “incomplete” grade may be granted, provided the student meets the criteria established by University and School of Social Work policies. These criteria include: (a) the instructor must agree that extenuating circumstances prevented the student from completing the work; (b) the student does not have to make up more than 30% of the required course work; and (c) the student and the instructor will sign a contract specifying the actions needed for the student to complete the course and a time line for completion. For Field practicum courses students must complete the “incomplete course requirements” before beginning the next semester to continue the field practicum course sequence.

Students must maintain a 3.0 GPA prior to the initial enrollment in the advanced field practicum, and throughout the entire field practicum period. Students must also obtain a passing grade of “C” in their required concurrent practice course(s).

Failure to obtain these professional standings will result in the student obtaining the required appropriate academic standing and prerequisite course work to continue in his/her field practicum coursework.

Prior to the student’s re-entry into the field practicum course sequence, a meeting can be scheduled by the Course Instructor / Coordinator of Field Education, to be held between the student and a faculty review panel to discuss the student’s field eligibility status, review course work, review student goals and progress in becoming eligible for the field course.

The determination of the grade for the SW 750A Advanced Field Practicum course rests with the course instructor, Professor M. Siegel, based on the recommendations made by the field faculty instructor only. **The student must pass the practicum agency internship and the practicum lab components in each field course to receive a grade of “Credit or Report in Progress”.**

Student must be able to perform satisfactorily and professionally in these areas to receive a grade of “Credit”. This also includes adherence to the NASW Code of Ethics, SDSU School of Social Work Academic Standards.

In accordance with School Policy, if a student discontinues field practicum prior to the end of the SW 750A Advanced Field Practicum Course (in Fall or Spring semesters of the academic year), or during Winter Intercession, the student will be required to begin the entire period of the advanced field practicum course again (next Fall semester, next academic year) as curriculum states that 750A is a year-long course, including Fall and Spring semesters only.

Since the MSW program is administered on the concurrent model, students who withdraw or discontinue the field practicum sequence in the middle are also required to withdraw from the required concurrent practice course(s).

The student is required to start the SW 750A Advanced Field Practicum Course in the next Fall Semester sequence, by entering the SW 750A Advanced Field Placement Process again and adhering to the placement process by the required deadlines (January/February/ of the preceding year entering field in the Fall). Failure to do so will result in the student not being eligible for the SW 750A Field Practicum Course for the next academic year fall semester.

VII. Teaching Methods and School Course Policies

A. Course Hours Required

1. Each student shall complete 1,050 hours of field practicum during the course of the MSW program. (This total varies slightly for students enrolled in the Dual Degree Programs only – MSW/MPH and MSW/JD.)

In the **SW 750A course**, each student is required to complete **290 hours for the Fall Semester** and **300 hours in the Spring Semester** in the advanced field practicum setting.

2. Students are required to complete a **total of 290 hours** consisting of: approximately 20 hours per week in the agency for a 15-week period in his/her assigned field practicum (dual degree students require 230 hours total consisting of 16 hours per week in assigned field practicum); and participation and skill level in the mandatory biweekly Advanced Field Practicum Labs.

Please note that for designated University Holidays, students will not be in their field practicum, but are required to make-up the 20 hours per week.

Also if the Agency designates specific Holidays where the agency is closed, and the student cannot attend, the student is required to make-up the 20 hours per week.

Refer to the General Field Education Calendar, page 2, for detailed information.

3. Field practicum hours are scheduled during normal agency hours of operation (8 am – 5pm); Monday through Friday in order to participate in professional experiences and receive required supervision. In accordance with School Policy, evening and weekend placements are not available, although a small portion of practicum hours may take place after regular hours (e.g., one-two evenings per week to meet with clients or attend professional community activities), provided there is appropriate professional supervision at the agency.

No less than a 4-hour block time will be scheduled at the agency on any given day. The field practicum agency will identify the days of the week, which are most appropriate for students to participate in learning experiences.

4. While enrolled in the 750A Course, each student is required to attend the mandatory Advanced Field Course Labs, scheduled on SDSU campus, meeting for 1.75 hours, every other week. The labs do not count as part of the 20-hour per week requirement in the agency.

B. Attendance & Participation

1. Attendance in 750A Advanced Field Practicum, including supervision, Advanced Field Labs must be punctual and regular. The student is expected to start the field practicum course on time and end the field practicum hours in accordance with the mandated University Semester periods.

The student is expected to comply with the normal working hours, personnel policies and practices of the field practicum agency in which they are placed.

2. **In the case of unanticipated absence (illness or emergency)**, the student shall notify the field instructor immediately of the circumstances. Only the assigned Field Instructor can make arrangements and/or discuss the missed hours and the schedule for make-up. Failure to notify

the field instructor could result in discontinuance of the student in the fieldwork placement, and a grade of “NO CREDIT”.

If, due to an emergency, a student is unable to report to field, he/she must inform the Field Instructor, the appropriate agency personnel as well as the Field Faculty Instructor and the 750A course instructor, Professor M.W. Siegel immediately.

It is the student’s responsibility to discuss attendance policies and procedures with his/her field instructor during the agency orientation.

The student will be responsible for make-up of any missed field hours, only with consultation with the Field Instructor. The Field Faculty must be fully informed about any irregularity in attendance with field practice. The student will not make-up missed hours during University Break Periods without the approval of the Course Instructor.

3. Attendance and active participation at the Advanced Field Labs during the year are mandatory. Since the Labs represent an integrative group process experience for the students, absences from labs should be avoided. In the case of an unanticipated illness or emergency, the student is required to notify his/her assigned Field Faculty Instructor immediately. The Faculty may request written verification of the illness and/or emergency.

Please refer to the Supplemental Course Syllabus for the consequences and grading of students missing two SW 750A Advanced Field Labs during the 2007 Fall Semester.

Refer to School policies regarding student discontinuing the field practicum course prior to the end of the field course period – stated in Section VI “Grades” in this master syllabus.

C. Confidentiality and Professional Standards:

Students are expected to possess knowledge of University policies regarding academic and nonacademic misconduct, and all the information and policies contained in the SDSU School of Social Work Graduate Student Handbook. It is the responsibility of each student to abide by these policies, as well as the principles and ethics contained in the NASW Code of Ethics (1999). Students are expected to uphold, comply with and practice all NASW Code of Ethics, * social work values and laws which govern social work practice. The NASW Code of Ethics is designated as University Academic Standards in the School of Social Work.

Students are expected to maintain rules of confidentiality at all times, specifically pertaining to all clients and their own personal information regarding field placement and professional growth discussed in the classroom.

Refer to the “School Guidelines on Maintaining Client Confidentiality” as required, located on the SDSU School of Social Work Web site> Field Education> Forms > All Students.

Students are expected to safeguard the confidential nature of the treatment relationship and observe strict adherence to all ethical principles and legal responsibilities of our profession. Students are required to maintain professional eligibility for the internship at all times.

Students must meet the same requirements set forth in the field curriculum, regardless of agency placement or assigned lab. Students are expected to review, understand and comply with the master and supplemental course syllabus and materials.

Students must possess: 1) sufficient emotional maturity as a professional; 2) ability to succeed in the field learning environment; and 3) maintain a professional manner consistent with their level of professional education. Deficiencies in any of these areas may result in immediate termination from the field practicum course; delay in future field placement, and/or a recommendation for disqualification from the MSW program.

VII. Course Outline

The following required course topics and issues are to be addressed throughout each of the Advanced Field Practicum Labs. The Advanced Labs will provide group process and interaction for the purpose of advanced skill development and growth, integration of practice skills and knowledge, and student support, feedback, and evaluation.

The Advanced Field Practicum Lab Objectives include, but are not limited to:

1. An overview and refresher on foundation year field practicum skills;
2. Focus on advanced clinical level skill application, development, and training, utilizing small groups, role-playing, and live supervision, vignettes, exercises and reflection exercises;
3. Enhance, reinforce, and/or amplify what is being taught in advanced practice courses, SW 744; and
4. Lab field faculty instructors will facilitate group process.

The Course Outline is subject to changes by the course instructor and field faculty instructors throughout the semester.

Cultural and Diversity competency, professional use of self, and professional reflection will themes infused through all Advanced Practicum Labs.

Adv. Field Practicum Labs	Skill Application and Topic of Discussion
Advanced Lab 1	<ul style="list-style-type: none"> ▪ Introduction and Overview of Course Curriculum / Requirements ▪ Learning objectives, process, and requirements for student and agency ▪ Course content and introduction to advanced practicum labs ▪ Purpose, goals, class norms, expectations, and assignments ▪ Supervision and Agency Orientation ▪ Student learning assessment and evaluation ▪ Learning plan for field practicum
Advanced Lab 2	<ul style="list-style-type: none"> ▪ Field Foundation Year Review ▪ Laws, ethics, and values in social work practice ▪ NASW Code of Ethics ▪ High Risk Issues – assessment at advanced level ▪ Risk management and safety – student in practicum environment
Advanced Lab 3	<ul style="list-style-type: none"> ▪ Cultural and diversity competency in establishing relationships ▪ Use of interpreters ▪ Professional relationships and boundaries ▪ Professional use of self ▪ Parallel process with clients and in supervision
Advanced Lab 4	<ul style="list-style-type: none"> ▪ Advanced Assessment, Treatment Planning, and Practice Evaluation ▪ Multidimensional, biopsychosocial assessments of individuals ▪ Cultural assessment ▪ Mental Status Examination ▪ Case conceptualization ▪ Differential Diagnosis, DSM IV

Advanced Lab 5	<ul style="list-style-type: none"> ▪ Planning treatment interventions ▪ Skill application of advanced year practice models – psychodynamic, behavioral/social learning, systems/ecological.
Advanced Lab 6	<ul style="list-style-type: none"> ▪ Application of advanced theories – psychodynamic, self-psychology, cognitive behavioral, brief therapy, object relations and attachment theories.
Advanced Lab 7	<ul style="list-style-type: none"> ▪ Working with different populations and diagnoses ▪ Countertransference and transference issues ▪ Resistant clients ▪ Survivors of trauma
Advanced Lab 8	<ul style="list-style-type: none"> ▪ Preparation for Winter Break ▪ Field experiences ▪ Transfer and termination ▪ Evaluations

IX. Bibliography

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M. W. Siegel 2007

Appendix A – 750A Course Requirements

 <p>SAN DIEGO STATE UNIVERSITY</p>	<p>School of Social Work Field Education 5500 Campanile Drive San Diego, CA 92182-4119 Phone: (619) 594-6865 Fax: (619) 594-5991 www.socialwork.sdsu.edu/field</p>	<p>MSW II -Advanced Year, Direct Practice</p> <p>SW 750A Curriculum Course Requirements 2007-2008</p>
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Brief Overview – Refer to Course Master and Supplemental Syllabi.

Field Instruction	Field Education is an integral part of the MSW program curriculum. Each yearlong field course includes <u>two major components: the practicum agency internship and the practicum school-based labs</u> . It provides the social work student with an opportunity to integrate and apply course theoretical knowledge and engage in social work practice in a community-based agency setting with supervised field experience.
Supervision	Minimum of 1 hour per week of <u>formalized individual, face-to-face</u> supervision by Field Instructor. Regularly scheduled.
Agency Field Practicum Hours*	<p><u>Fall Semester:</u> Approximately 20 agency hours per week for 15 weeks. Agency practicum hours = 290 hours.</p> <p><u>Spring Semester:</u> 20 agency hours per week for 15 weeks. Agency practicum hours = 300 hours. SW 750A total practicum agency hours = 590 hours.</p> <p>Student shall be in internships a minimum of 4-hours at a time. No weekend availability.</p> <p>*Refer to course calendar and attendance policies for holidays, university break periods, student illness, etc.</p>
Advanced Field Practicum Labs	<p>Fall and Spring Semesters – Bi-weekly labs held. 8 Advanced Field Labs for each semester.</p> <p>School-based Labs are taught by field faculty and will focus on skill application, development, and training, utilizing small groups, role-playing, live supervision, vignettes, and exercises.</p>
<p>Practice Expectations Caseload Expectations</p> <p>Students receive initial caseload and project assignments within Weeks 2 to 4 in Fall Semester.</p> <p>Field Instructor is responsible for assigning all client cases to meet course requirements.</p>	<p>Micro: 14 -16 hours per week in direct service provision.</p> <ul style="list-style-type: none"> ▪ 7-10 Individual cases (not in same family or household). ▪ Completion of biopsychosocial assessments for <u>each client</u>. ▪ Assignment of at least 2 on-going, long-term clients. ▪ Participation in case conferences, including case presentations. ▪ Collaborative experiences with other members of interdisciplinary team in practicum agency. ▪ 2-3 Family cases. <p>Mezzo: Group experience is optional.</p> <p>Micro / mezzo practice only.</p>

<p>Assignments</p>	<p>Advanced Practicum Agency Internship Course Assignments include:</p> <ul style="list-style-type: none"> ▪ Biopsychosocial Assessments – each client; ▪ Learning Plans / Educational Contracts; ▪ Student Orientation Check List; ▪ Internship Logs (FF instructor optional); ▪ Process recordings; ▪ Educational-based recordings; ▪ Field Faculty-Agency-Student Site Visit; ▪ Student Self Assessment and Evaluation Review; ▪ Comprehensive Skills Evaluations. <p><i>Refer to course syllabus and comprehensive skills evaluation for detailed requirements.</i></p>
<p>Advanced Year Practice</p>	<p>Advanced theoretical models; Fall – Individual. Spring – Family.</p> <p>The advanced direct practice social work field practicum provides supervised practice assignments designed for continuation and intensification of experiences in application of social work objectives, principles and skills in service to individuals, families, groups and communities.</p> <ul style="list-style-type: none"> ▪ Interpersonal, Humanistic Theory, Psychodynamic, Self-psychology, Cognitive Behavioral, Brief Therapy, Object Relations, Attachment theories. ▪ Family System Theories <ul style="list-style-type: none"> ○ Bowen, Minuchin, Structural <p>The student is expected to demonstrate and apply the knowledge, skills, and competencies of advanced social work practice in the Direct Practice/Clinical concentration, reflecting core-learning areas in the SW 750A Advanced Field Practicum curriculum.</p> <p><i>Refer to course syllabus for objectives, competencies, and requirements.</i></p>
<p>Advanced Field Curriculum Objectives</p>	<p>In the advanced field practicum, students will be required to (but not limited to), demonstrate the ability to:</p> <ul style="list-style-type: none"> ▪ Build on the foundation of knowledge, values, and skills achieved during the first year / foundation year of generalist practice. ▪ Advanced field curriculum and cases are addressed in greater depth and specificity, which supports advanced practice. ▪ Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds. <p><i>Field Instructors will provide assignments and client cases that differ from student.</i></p> <ul style="list-style-type: none"> ▪ Understand, respect and integrate social work values, NASW Code of Ethics, and legal issues regulated by and associated with social work practice and the profession. ▪ Demonstrate knowledge of the range of practice interventions, reflecting the continuum of social work practice information and referral, advocacy, case management, crisis intervention, short-term psychotherapy models and long-term intervention, cognitive-behavioral models, systems, and psychodynamic theory. Conceptualize and analyze these models with the student's experiences.

	<ul style="list-style-type: none">▪ Develop and provide differential diagnoses based on DSM IV-TR, case conceptualization, and identify advanced intervention theories and models for best practice.▪ To identify and assess situations currently affecting the family.▪ Maintain professional responsibility and professional identity by the ability to distinguish between personal and professional role, e.g. as exercised in boundary issues; countertransference-transference issues; scope of practice; etc.▪ Integrate empirical based interventions and practice-based knowledge.▪ Apply strategies of advocacy and social change that advance social and economic justice.▪ Apply critical thinking skills within the context of professional social work practice.▪ Apply research findings to practice, and evaluate their own practice interventions.▪ Use communication skills and supervision in social work practice and professionally function within the structure of organizations and service delivery systems.
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