

San Diego State University School of Social Work

***Supplemental Syllabus – Social Work 750A***  
**Advanced Field Practicum in Direct Practice Social Work**  
**Fall 2007**

**SW 750A Lab C: Hepner Hall 146: Monday: 4.00 pm to 5.45 pm - every other week**

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*Other times by appointment.*

**Please note: This is the Instructor's Supplemental Course Materials Packet. It is a supplement to the Master Syllabus, which is the required syllabus for all sections of this course. Students are expected to become familiar with the Master Syllabus in addition to using the supplemental course materials to respond to the instructor's expectations. Please refer to the Master Syllabus for the purpose and description of the course, objectives and expected course outcomes.**

**I. Purpose and Description of Course**

The SW 750 A Advanced Field Practicum and Field Labs are designed as an entire academic year – Fall and Spring semesters with the requirement and expectation that the student will attend and participate in an advanced field internship and attend integrative field labs. These are the two components of this course – the student needs to pass both the field internship and the labs. See Master Syllabus for Further details.

**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 750A, Advanced Practicum in Direct Practice.

**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.

**III. Course Outcomes**

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 the required practice courses, the student is responsible for providing the practice course, syllabus and assignments with his or 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. See Master Syllabus for more details.**

#### **IV. Required Textbooks-Readings**

##### **Required Texts and Supplemental Readings:**

- SW 750A Advanced Field Practicum – Direct Practice Syllabus (Latest Edition)  
Author: M.W. Siegel
- NASW Code of Ethics (1996, 1999). Washington, D.C.: Author: NASW Delegate Assembly. Search [www.socialworkers.org](http://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 (2006-2007 Edition), available on the school web site, late Fall semester. 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](http://www.socialworkers.org)
- National Association of Social Workers – California Chapter  
[www.naswca.org](http://www.naswca.org)

- Board of Behavioral Sciences – State of California  
[www.bbs.ca.gov](http://www.bbs.ca.gov)
- California Law: [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

### **Recommended Readings:**

American Psychiatric Association (2001). DSM IV (4<sup>th</sup> ed). Washington, D.C: Author:

Horejsi, C., & Garthwait, C. (1999). *The social work practicum: A guide and workbook for students*. Boston, MA: Allyn and Bacon.

Royse, D., Dhooper, S., & Rompf, E. (1999). *Field instruction: A guide for social work students (3<sup>rd</sup> edition)*. Menlo Park, CA: Longman.

Rothman, J. (2000). *Stepping out into the field: A field work manual for social work students*. Boston, MA: Allyn and Bacon.

Schneck, D., Grossman, B., & Glassman, U. (Eds.) (1991). *Field education in social work: Issues and trends*. Dubuque, Iowa: Kendall/Hunt.

Vernon, R. & Lynch, D. (2000). *Social work and the web*. Belmont, CA: Wadsworth/Thomson Learning.

## **V. Course Requirements**

**Field Education is an integral part of the curriculum and a core requirement of the MSW program. Each field course includes two major components: the practicum agency internship and the practicum school based labs. These two components provide 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.**

**Students are required to pass both the field internship and the Advanced Field Practicum Labs.**

### **Advanced Field Practicum Labs**

The Labs are designed to supplement and integrate the advanced direct practice content students receive in their concurrent courses. SW 750A Labs meet on Mondays, every other week, depending on which field course sections students are enrolled. The labs will address specific skills, topics, issues, concerns related to the advanced field practicum experience.

The Field Practicum Labs provide a framework for advanced direct practice in social work. The labs are designed to integrate field and classroom learning;

1. assist student's learning in understand their cases in terms of applicable theories;
2. integrate experiences, e.g. practice with content from another course, such as policy or research implications;
3. practice skill application and development via role-playing, live supervision, vignettes, exercises
4. practice group interaction and communication skills via group exercises;
5. provide a forum to exchange and share clinical experiences;
6. allow for role-playing, case conferencing, input and feedback, as to how the student is

- presenting his/her professional self;
7. learn and provide feedback in a group process framework, specifically with the focus on student's verbal and non-verbal communication skills;
  8. address "gaps" between course work at SDSU and practice experiences;
  9. facilitate in developing the student's role as a social work professional; and support network for students.

### **Course Assignments:**

#### **1. Client Systems Assessment**

A written biopsychosocial client systems in-depth, comprehensive assessment must be completed on all clients that are assigned to the student. All items on the client systems assessment outline, located on the Field Education Web pages, SDSU School of Social Work web site, is required to be completed for each client assessment.

#### **2. Learning Plan / Educational Contract (See Master Syllabus for more details. Forms available on Blackboard or School of Social Work web site)**

#### **3. Process Recordings, Educationally Based Recordings and Agency Recordings** A minimum of two (2) process recordings are required for the Fall Semester.

#### **4. Agency Site Visits with Field Faculty, Field Instructor, and Student**

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

#### **5. Self Evaluation** – form on Blackboard/Social Work web site under “forms”.

**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).**

**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.**

### **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.

### **VII. Teaching Methods and School Course Policies**

#### **Attendance & Participation**

1. Attendance in 750A Advanced Field Practicum, including supervision, Advanced Field Labs must be punctual and regular.
2. 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 immediately. The Faculty may request written verification of the illness and/or emergency.

**Missing two SW 750A Advanced Field Labs without prior authorization during the 2007 Fall Semester a grade of “NO CREDIT”.**

### **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 in the Syllabus. **Students are expected to safeguard the confidential nature of the treatment relationship and to 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.

### **VII. Course Outline**

The following required course topics and issues are to be addressed throughout each of the Advanced Field Practicum Labs. The 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 SW 739 and;
4. Lab field faculty will facilitate group process.

Note that the Labs run concurrently with the Practice Course - Advanced Seminar in Direct Practice with Individuals and are also integrated with the entire MSW curriculum.

*The Course Outline is subject to changes by the course instructor and field faculty throughout*

the semester. See next page.

### **VII. Course Outline**

Date	Skill Application and Topic of Discussion*
Advanced Lab 8/27/07	<ul style="list-style-type: none"> <li>▪ Introduction and Overview of Course Curriculum / Requirements</li> <li>▪ Learning objectives, process, and requirements for student and agency</li> <li>▪ Course content and introduction to advanced practicum labs</li> <li>▪ Purpose, goals, class norms, expectations, and assignments</li> <li>▪ Supervision and Agency Orientation</li> <li>▪ Student learning assessment and evaluation</li> <li>▪ Learning plan for field practicum</li> </ul>
Advanced Lab 2 9/10/07	<ul style="list-style-type: none"> <li>▪ Field Foundation Year Review</li> <li>▪ Laws, ethics, and values in social work practice</li> <li>▪ NASW Code of Ethics</li> <li>▪ High Risk Issues – assessment at advanced level</li> <li>▪ Risk management and safety – student in practicum environment</li> </ul>
Advanced Lab 3 9/24/07	<ul style="list-style-type: none"> <li>▪ Cultural and diversity competency in establishing relationships</li> <li>▪ Use of interpreters</li> <li>▪ Professional relationships and boundaries</li> <li>▪ Professional use of self</li> <li>▪ Parallel process with clients and in supervision</li> </ul>
Advanced Lab 4 10/8/07	<ul style="list-style-type: none"> <li>▪ Advanced Assessment, Treatment Planning, and Practice Evaluation</li> <li>▪ Multidimensional, biopsychosocial assessments of individuals</li> <li>▪ Cultural assessment</li> <li>▪ Mental Status Examination</li> <li>▪ Case conceptualization</li> <li>▪ Differential Diagnosis, DSM IV</li> </ul>
Advanced Lab 5 10/22/07	<ul style="list-style-type: none"> <li>▪ Planning treatment interventions</li> <li>▪ Skill application of foundation year practice models – psychodynamic, behavioral/social learning, systems/ecological.</li> </ul>
Advanced Lab 6 11/5/07	<ul style="list-style-type: none"> <li>▪ Application of advanced theories – psychodynamic, self-psychology, cognitive behavioral, crisis intervention, brief therapy, object relations and attachment theories.</li> </ul>
Advanced Lab 7 – 11/19/07	<ul style="list-style-type: none"> <li>▪ Working with different populations and diagnoses</li> <li>▪ Countertransference and transference issues</li> <li>▪ Resistant clients</li> <li>▪ Survivors of trauma</li> </ul>
Advanced Lab 8 – 12/3/07	<ul style="list-style-type: none"> <li>▪ Preparation for Winter Break</li> <li>▪ Field experiences</li> <li>▪ Transfer and termination</li> <li>▪ Evaluations</li> </ul>

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

