

**San Diego State University
School of Social Work
Syllabus
Spring Semester 2008**

**COURSE TITLE:
SW 489 B Spring 2007
Field Experience in Social Work**

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I. Purpose and Description

The field experience is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. The purpose of this course is to provide Undergraduate Social Work Students who have achieved Senior Status with a generalist perspective. Students will participate in field placement in a community agency for 16 hours per week for a total of 240 field hours per semester, and eight (8) – 2 hour Field Labs each semester, receiving 4 Credits if the course is successfully completed. The Attendance at the Field Labs is not included in the weekly 16 hour internship. The Labs are designed to provide an opportunity for discussion and critical analysis of students' fieldwork experiences, with a major emphasis on the understanding of the ethical and value base of the profession, and to sensitize students to a cross-cultural perspective. Students will integrate the knowledge and skills learned in the classroom with knowledge and skills learned in the field experience agency.

At least once each academic year, students will participate in a meeting at their assigned agency which will be attended by the student, Field Instructor and Field Faculty, the purpose of which is to review curriculum, assess educational successes and challenges and collaborate on achieving the goals of the learning plan and course requirements.

This course is the second in a two-course sequence of generalist social work practice, taken concurrently with SW 483B, Generalist Social Work Practice II. The two courses will be taken sequentially, beginning in the fall semester.

II. Course Objectives

After completion of SW 489 B, student will demonstrate beginning competence in the following objectives:

Knowledge

1. Identifies resources and obstacles in one's self and in the environments which enhance or obstruct effective practice.
2. Understands issues and policies related to high-risk and diverse populations
3. Understands basic concepts of human development
4. Demonstrates responsibility as a learner
5. Demonstrates knowledge of agency policy, procedures and ethical practice
6. Demonstrates ability to integrate knowledge from Social Work courses with knowledge specific to field experience
7. Recognizes and can discuss ways to mitigate the environmental factors that compromise and undermine interventions

Skills

1. Can identify and prevent personal motives, biases, values and prejudices from interfering in the process of intervention.
2. Demonstrates ability to facilitate generalist practice by transferring knowledge and skill from one field experience to another
3. Builds rapport and assesses the needs of clients by involving clients and relevant others in the data collection process
4. Demonstrates ability to identify, intervene with guidance and follow through in high-risk situations such as suicide risk, child abuse, elder abuse, domestic violence, homicide, and other high-risk and legal situations
5. Demonstrates the ability to incorporate the client's presenting problem in a case formulation
6. Demonstrates commitment to the improvement of quality of life and service availability to all clients, regardless of ethnicity, culture, sexual orientation, gender, class, age, etc..
7. Can identify high-risk situations and can intervene appropriately with guidance.
8. Applies concepts of human development to generalist practice
9. Demonstrates beginning level intervention skills
10. Independently demonstrates professional written and oral communication and meets all deadlines.
11. Actively participates in professional meetings
12. Articulates and describes interventions and why they were used, and uses direct communication with field instructor
13. Demonstrates adherence and contributes to agency policy
14. Demonstrates ability to collaborate with other programs in the agency/and or the community in the planning and intervention process.
15. Identifies policies and legislation that impede provision of services to vulnerable populations and whenever possible, works to facilitate change
16. Promotes, implements and actively participates with others in creating new, modified or improved services and resources for clients
17. Identifies and describes assets and strengths in the community/ies served by the agency (e.g., skills of citizens; citizen associations such as churches, culture groups, and block clubs; local institutions such as businesses, schools, libraries, hospitals, and parks).

Values and Ethics

1. Can articulate how the NASW Code of Ethics guides his/her practice.
2. Understands, upholds and demonstrates the NASW Code of Ethics in work with clients.
3. Understands and demonstrates appropriate social work boundaries.
4. Describes interventions that demonstrate a capacity to respect human worth, and provides services effectively and respectfully to all clients regardless of differences.
5. Applies rules and mandates governing confidentiality and client's right of self-determination
6. Identifies, and discusses ethical issues/dilemmas that arise in work with population served by agency

III. Outcomes

1. Development of an awareness of self in the process of intervention
 2. Application of knowledge, values and ethics
 3. Application of generalist practice skills to enhance the well-being of people
 4. Development of professional communication skills.
 5. Commitment and participation in learning
- Development of knowledge of and compliance with agency policy

Relationship with Practice Courses: As the field experience is taken concurrently with required practice courses, the **student is responsible for sharing the practice course syllabus and assignments 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.

IV. Required Textbooks/Readings

Garthwait, C, *The Social Work Practicum, A Guide and Workbook for Students, Fourth Edition, 2008,* Boston, MA., Allyn Bacon

Undergraduate Field Experience Syllabus Packet designated for this academic year, including field practicum calendars, internship requirements, reference charts, basic assignments, etc. SDSU School of Social Policy and Guidelines on Maintaining Client Confidentiality which are found on Blackboard and the School of Social Work website.

Required Web Site Readings

- **SDSU School of Social Work Web Site – Field Education Section**

www.rohan.sdsu.edu/dept/chhs/sw/

www.naswdc.org

V. Course Requirements

Students are under all requirements set forth in the field education curriculum, e.g. as noted in all Field Experience Labs, preceding Spring Field Placement Meetings, Field Experience Applications, the SDSU School of Social Work and Field Experience Facility Agreement, and as outlined in the required readings and website readings for this course.

Students are under the auspices of all School policies, School curriculum, SDSU General Catalog, and the School of Social Work Undergraduate Handbook, latest edition, which can be located on the Social Work website. It is the student's responsibility to be apprised of and review the School of Social Work Bulletin Boards (located outside the Social Work Office) for new School policies throughout the Academic Year.

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 Undergraduate 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 (2000). 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 will 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 Packet on Blackboard. 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. To meet these requirements, students are provided with educational experiences under the supervision of their assigned Field Instructor. A description of the expected curriculum minimum required assignments are listed in the SW 489 Field Experience Reference Chart, Syllabus Packet and specifically in the SW 489 Field Education Comprehensive Skills Evaluation. Students are expected to review, understand and comply with these materials. Please refer to the SW 489 Field Education – Curriculum Requirements Reference Chart and the SW 489 Field Experience Syllabus Packet for further detailed information.

Attendance and Participation:

Attendance in field experience and Labs must be punctual and regular. The student is expected to start the field experience course on time and end the field experience hours in accordance with the mandated University Semester Periods (Refer to the School's Field Education Calendar for SW 489.) The student must inform his/her assigned Field Instructor for time off, whether due to illness, emergency, etc. Only the assigned Field Instructor can make arrangements and/or discuss the missed hours and the schedule for make-up. 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 Education Faculty immediately. (It is the student's responsibility to discuss attendance policies and procedures with his/her Field Instructor during the agency orientation.) Failure to notify

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

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, the Associate Field Education Coordinator or the Field Education Coordinator.

Attendance and active participation at monthly Field Labs during the year are mandatory. Since the field Labs represent an integrative group process experience for the students, absence from Labs is not allowed. In the case of an unanticipated illness or emergency, the student is required to notify his/her assigned Field Faculty immediately. The Field Faculty will request written verification of the illness and/or emergency. Only the assigned Field Faculty and SW489 Instructor can discuss the missed hours. Students missing one Lab due to previous listed reason(s) will be required to produce a minimum of a 5-page assignment (as outlined by the Field Faculty and Instructor). Missing two SW 489 Field Labs during the Academic Year will result in the discontinuance of the student in the field work placement, and a grade of “NO CREDIT”.

Also, consistent tardiness in attending Labs on time, and/or unexcused absences will result in the student receiving a grade of “No Credit”.

Hours:

Students will participate in field placement in a community agency for 16 hours per week for a total of 240 hours per semester, and eight (8) – 2 hour Field Labs each semester, receiving 4 Credits if the course is successfully completed. Please note that for designated University Holidays, students will not be in their field experience, but are required to make up the required 16 hours per week. Also, if the Agency designates specific Holidays, is closed, and the student cannot attend field, the student is required to make-up the 16 hours per week. Refer to the SW 489 Calendar for detailed information.

Field Experience hours are scheduled during normal agency hours of operation (8am – 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 field experience 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.** The field practicum agency will identify the days of the week, which are most appropriate for students to participate in learning experiences.

The Field Labs are scheduled at SDSU campus. The two-hour Lab does not count as part of the 16-hour per week requirement in the agency.

Assignments:

1. Field Practicum Agency Orientation (Required only if student has changed field placement for spring Semester)

Each field experience agency is required to provide students 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.

Beginning the first week of the field experience, weekly individualized formalized, face-to-face, minimum of one-hour supervision will be held. Failure to hold supervision by the assigned field instructor or student, on a weekly basis, can result in the student not receiving the required hours and experiences in his/her field work, discontinuing in this field placement and possible grade of “NO

CREDIT”. Students are responsible for obtaining this supervision and informing their Field Faculty immediately if there is a lack of supervision.

The Agency is also responsible for discussing all safety/security policies and practices, and harassment policies within their organization.

2. Student Field Experience Orientation Agreement (Required only if Student has changed Placement for Spring Semester)

Refer to the SW 489 Field Experience Syllabus Packet for the required form to be completed by the student, his/her Field Instructor and the assigned Field Faculty. This form shall be handed in to the student’s assigned Field Faculty by the required due date and it is the Field Faculty’s responsibility to have this form placed in the student’s file.

3. Learning Plan (Required only if Student has changed Placement for spring Semester)

Review the Syllabus Packet for Learning Plan Guidelines, Instructions, format and requirements. A written learning plan/educational contract is to be developed with the consultation and assistance of the Field Instructor. This agreement will be completed by the 6th week in field experience, signed by the Field Instructor and student, duplicated and handed into the Field Faculty for review and signature. Please refer to the calendar for the required due dates. The student, Field Instructor, and Field Faculty will retain finalized copies.

The learning plan should incorporate relevant readings and other activities to address student’ individualized learning goals and objectives, which have been identified. Since this is a working document, the learning plan needs to be revisited for development of the student’s evaluation (at the end of the semester) and/or revised any time revision is appropriate. All revisions need to be discussed, approved, and signed off by the student, Field Instructor and Field Faculty. The student shall write a new learning plan/educational contract if the student is in a new field practicum site for the Fall or Spring Semester. **Refer to the 489 Calendar for the required due dates.**

4. Internship Logs

See SW 489 Syllabus Packet for instructions, samples, blank forms, and requirements. The Internship Log is to be reviewed, completed and signed-off on a weekly basis with your Field Instructor in supervision and handed in to your assigned Field Faculty the first and third week of each month. **Students will sign and date the internship log only after the field instructor completes his/her box and signs and dates the log.**

5. Supervision

Beginning the first week of the field practicum, weekly individualized, formalized, face-to-face, minimum of one-hour supervision will be held. Failure to hold supervision by the assigned field instructor on a weekly basis can result in the student not receiving the required hours and experiences in his/her field work, discontinuing in this field placement and possible grade of “NO CREDIT”. Students are responsible for obtaining this supervision and informing their Field Faculty immediately if there is a lack of supervision.

6. Process Recordings, Educationally Based Recordings and Agency Recordings

A minimum of one (1) process recording is required for the Spring Semester. Discuss with your field instructor, the procedures to follow, 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 you will complete over the minimum of one per semester.

7. Macro - Agency Assessment

8. Field Labs

Please see above for further detailed information and requirements. Refer to Course Topic and Outline below for themes, discussion and preparation for each field lab. The labs are designed to supplement and integrate the generalist content students receive in their concurrent courses. **Students will participate in these labs by sharing experiences, facilitating discussion and enhancing their own field experience learning.**

9. Agency Site Visits with Field Faculty, Field Instructor and Student

Field Faculty will schedule a minimum of one agency visit each year (three-way meeting with 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 is available for immediate consultation and may provide additional agency visits as needed.

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. Each student is required to actively participate 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.

The School may require the field instructor to complete a mid-semester evaluation for SW489 students in the spring semester under certain circumstances. (The form for the Mid-semester evaluation is in the SW 489 Syllabus Packet).

The Comprehensive Skills Evaluation will be completed by the field instructor at the end of each semester. Refer to the enclosed Field Education Comprehensive Skills Evaluation in this packet for further detailed requirements and completion. This evaluative tool should be reviewed on a continuous basis with your Field Instructor. The School requires the field instructor to complete the Comprehensive Skills Evaluation at the end of each semester. Refer to the enclosed Field Education Comprehensive Skills Evaluation in this packet for further detailed requirements and completion. This evaluative tool should be reviewed on a continuous basis with your Field Instructor.

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

Refer to the “Student Self-Evaluation Guidelines in the Undergraduate Field Practicum,” located in the 489 Syllabus Packet for detailed assignment and requirements.

Student Self-Evaluation Requirements, Guidelines, and Instructions are detailed further in this packet.

Evaluations are submitted in duplicated (original and copy) and must be signed by the field instructor, student, and Field Faculty (and must be handed in to the Field Faculty by the required date as delineated in the Field Education Calendar). If a student is working with a task supervisor, the evaluation should reflect this experience, also.

Student performance expectations are sequenced over the two semesters of the field experience, 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 should show sustained growth throughout the year.

Field performance expectations are organized into six core areas:

1. Development of an awareness of self in the process of intervention
2. Application of knowledge, values and ethics
3. Application of generalist practice skills to enhance the well-being of people
4. Development of professional communication skills.
5. Commitment and participation in learning
6. Development of knowledge of and compliance with agency policy

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 six areas to receive a grade of “Credit” in the field course.

A rating of “1” in any competency will result in discontinuance of the student in the fieldwork placement, and a grade of “NO CREDIT”. When 25% or more of the behavioral measures are “2s” a Student Performance Agreement will be written.

The field instructor is responsible for facilitating a meeting with the student, task supervisor (if applicable), and herself/himself, to evaluate the student’s performance. The student’s signature signifies that s/he has read the evaluation. The student receives a copy of the written evaluation. If necessary, the student can 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 and addendum is given to the Field Faculty, reviewed, signed, and immediately filed in the student’s record.

Refer to the enclosed Field Education Comprehensive Skills Evaluation and Student Self-Evaluation Requirements, Guidelines, and Instructions in this packet for further detailed requirements and completion.

Evaluations of the Field Experience Agency, Field Instructor, and Field Faculty:

Each student is required to complete the “Student Evaluation of the Agency, Field Experience, and the Field Instructor” and the “Student Evaluation of the Field Faculty” forms at the end of each semester. **These forms are required by the due dates in the SW489 Field Calendar and will be mailed to students.**

VI. Grades

The grading system for this course will be administered according to the policies contained in SDSU General Catalog and the School’s policies and procedures. Please refer to the policy, titled “Grades” in the General Catalog.

The manual and syllabus packet provide detailed guidelines and requirements for each written internship assignment. Students are under the auspices of these policies to fulfill field experience course requirements.

The CREDIT/NO CREDIT system of grading applies to the field experience course, including curriculum course requirements, agency, field labs, field hours, School policies and procedures relating to field, the course syllabus and the assignments required. This course requires a “B” proficiency to merit award of the CREDIT grade. “B” proficiency is defined as “Performance of the student has been at a high level showing consistent and effective achievement in meeting course requirements.”

Students must obtain a passing grade of “C” in their required concurrent SW 489B practice course. Failure to obtain a “C” in the concurrent practice SW 483B course prohibits the student from completing the required field sequence.

The determination of the grade for the SW 489 Field Experience courses rests with the course instructor, the field education coordinator, with consultation and recommendations made by the Field Faculty, and is based on the following criteria: 1) student’s performance, attendance, and participation in the field Labs and field labs; 2) completion of required assignments for the field course, Lab and labs; and 3) student performance, assignments, curriculum requirements as reflected in the written evaluations, logs by the field instructor, and any meetings with the field instructor, student, and Field Faculty. Failure to perform satisfactorily and professionally in any of these three areas may result in a grade of “No Credit”. This also includes adherence to the NASW Code of Ethics.

In accordance with School Policy, if a student discontinues field practicum prior to the end of the SW 489B Field Experience Course semester, the student will be required to begin the entire semester of the field experience course again. Students who withdraw or discontinue the field practicum sequence in the middle are also required to withdraw from the required concurrent practice course.

VI. Due Dates

Weekly Logs due at each Field Lab

Student Orientation Checklist – If in new agency - Week of March 3, 2008 in Labs

Learning Agreement – If in new agency - Week of March 3, 2008 in Labs

Mid-Semester Evaluation – If requested - Week of March 18, 2008 in Labs

Process Recording – Week of April 4, 2008 (reviewed by Field Instructor, not turned into Field Faculty

Macro Assessment – Week of April 22, 2008 in Labs

Self Evaluation – May 8, 2008

Comprehensive Skills Evaluation – May 8, 2008

(Evaluation of Field Instructor, Field Agency, Field Faculty is completed on line by May 8, 2008

Note: Course schedule may change to accommodate unforeseen events.

VII. Grading System

Grades will be administered in accordance with the University system as described in the SDSU General Catalog.

“A grade of “Credit” is awarded for work equivalent to all grades which earn 2.0 or more grade points (A through C). **“No Credit” is awarded for work equivalent to all grades which earn less than 2.0 grade points (C- through F).**

VIII. Course Topics and Outline

SW 489B Field Labs – Spring 2008		
Lab Dates - Spring 2008 Semester	Field Lab Topic	Learning Activities/Exercises
Field Lab I – Week of 1/21	Welcome Back ✓ Discussion of Spring Syllabus and change process in Macro Practice	<ul style="list-style-type: none">• Journal Prompt – My interest and skills in Mezzo and Macro practice include...• Discussion of what Mezzo and Macro skills students want to develop this semester• Discuss scenario from Generalist Approach• Continued practice of micro skills• Assignment for next Lab – Read Chapter 10 and complete assignments in workbook. Be prepared to discuss in Lab and turn in assignment
Field Lab 2 – Week of 2/4	The Social Problem Context of Practice (Chapter 10)	<ul style="list-style-type: none">• Journal Prompt – My understanding of social conditions and social problems was developed by my experience when• Group Facilitation Lecture/Exercise• Discussion of Macro Presentation Assignment

		<ul style="list-style-type: none"> • Discussion of Workbook Exercise – Turn in assignment • Assignment for next Lab – Read Chapter 11 and complete assignments in workbook. Be prepared to discuss in Lab and turn in assignment
Field Lab 3 – Week of 2/18	The Social Policy Context of Practice (Chapter 11)	<ul style="list-style-type: none"> • Journal Prompt – The social policy I would most like to impact is.... • Macro Assignment Poster presentation • Discussion of Workbook Exercise – Turn in assignment • Prepare questions for Lab 4 • Assignment for next Lab – Read Chapter 15 and complete assignments in workbook. Be prepared to discuss in Lab and turn in assignment at Field Lab 5
Field Lab 4 – Week of 3/3	Lab with Field Instructors Invited to Attend	<ul style="list-style-type: none"> • Journal Prompt – Briefly describe the high point and the low point of your field experiences this week. • Interview Field Instructors • Assignment for next Lab – Read Chapter 15 and complete assignments in workbook. Be prepared to discuss in Lab and turn in assignment at Field Lab 5
Field Lab 5- Week of 3/17	Legal Concerns (Chapter 15) Possible Speaker	<ul style="list-style-type: none"> • Journal Prompt – How does self-determination conflict with my responsibilities at my field agency? • Discussion of assignment • Micro Practice exercise • Assignment for next Lab – Read Chapter 12 and complete assignments in workbook and be prepared to discuss in Lab and turn in assignment
Field Lab 6 – Week of 4/7	Diversity (Chapter 12)	<ul style="list-style-type: none"> • Journal Prompt- How have you become more aware of your own culture through your field experience? • Micro Practice exercise • Assignment for next Lab – Read Chapter 14 and complete assignments in workbook. Be prepared to discuss in Lab and turn in assignment
Field Lab 7 – Week of 4/21	Social Work Ethics (Chapter 14)	<ul style="list-style-type: none"> • Journal Prompt – What is your image of a truly ethical social worker? • Termination with Clients • Micro Practice exercise • Assignment for next Lab – Read Chapter 18 and

		complete assignments in workbook. Be prepared to discuss in Lab and turn in assignment
Field Lab 8 – Week of 5/5	Merging Self and Profession	<ul style="list-style-type: none"> • Journal Prompt - Self-Evaluation Exercise • Evaluation of Field Experience learning – regarding culture, gender, ethnicity, physical and mental ability, sexual orientation, age, religion and class • Closure with clients and agency • Ending the year and looking ahead to a social work career

The course outline is subject to changes throughout the semester by the instructor.

Please Note: **This outline and schedule may be modified.**

VI: Course topics, outline and schedule

The dates for the Field Labs and Assignments are listed in this syllabus. It is the student's responsibility to adhere to these dates.

All papers are due during Field Lab on the due date, **unless arranged with the instructor before** the due date. It is the student's responsibility to discuss with the instructor **before** the assignment is due, any serious situation that the student believes prevents them from turning in an assignment on the scheduled date.

Make a copy of any paper or documents before turning them in to the Field Faculty. You will be asked to present that paper or document if the Field Faculty does not have it in their possession or if there is a question concerning the assignment.

Please Note: Students must complete the reading assignment and exercises for each Field Lab before you come to Lab that week. Please be prepared to contribute thoughtful questions for class discussion about the week's readings and exercises.

Important Class Matters:

The Field Faculty will guide students in their learning, but what students learn and what they keep from this course is their choice. Clearly, the student's success in this course ultimately depends upon what **they** choose to do or not do.

If students have any problems or questions about anything related to Field Experience or Field Labs, please arrange to meet with the Field Faculty privately to discuss them. Do this early in the semester.

Academic honesty and ethical behavior are of the highest importance in this course. The work submitted **must be the student's personal work**—and their's alone. Any violations of academic honesty and/or ethical behavior will be treated very seriously and referred to the SDSU Office of Judicial Procedures.

Students found plagiarizing will receive no credit for their work. Refer to SDSU General Catalog guidelines on plagiarism.

Students must turn off cell phones during Labs and phones will put in backpacks or under the desk. Students will not respond to phone calls or read text messages during Lab.

Students using laptops in class will be asked to sit in the front of the classroom and use their equipment only as needed for taking notes.

Good writing skills are necessary to success as a student. If writing skills are weak, it is the student's responsibility to take action to improve this situation. Suggestions: Contact the Department of Rhetoric and Writing Studies and sign up for a Developmental Writing course. Call the Educational Opportunity Program (EOP) and ask about tutoring and other services they provide. Talk with the undergraduate social work advisor, Professor Donna Daly, about other resources.

Bring your Syllabus and Social Work Practicum Workbook to class each session. It is required that students attend class regularly and participate actively and thoughtfully in class activities. If a student is absent, they are responsible for contacting a classmate—not the professor—for notes and other information.

Class sessions will begin and end on time. It is the student's responsibility to arrive on time and to remain for the entire session. **Attendance will be taken at the beginning of each session and is part of the grade.** When Students arrive late, or leave before class is completed it is disruptive and disrespectful to the class. Students will be counted absent each time they are not in the classroom when roll is taken, or if they leave before the lab is finished. If students have a compelling reason why they must leave lab or arrive late, they should discuss this reason with the professor in advance.

During Field Labs, it is possible that class members may disclose matters of a personal or private nature. In discussing field experience cases, confidentiality regarding clients and fellow students will be required at all times. It must be agreed by all students that such matters will be held confidential and will not be discussed outside labs. No class member should disclose personal matters that s/he would prefer remain private.

To ensure a positive learning environment for everyone, the following activities are not permitted in class:

- ❖ Holding private conversations when a lecture or class discussion is taking place
- ❖ Having a telephone or beeper ring
- ❖ Text messaging during class
- ❖ Doing homework or other non-course activities
- ❖ Reading something other than course material being currently discussed
- ❖ Sleeping
- ❖ Eating (a beverage is allowed)
- ❖ Any activity that is disruptive
- ❖ Arriving late and/or leaving class early, unless arranged with the professor

If you have a disability, but have not contacted Student Disabled Services at 619-594-6473, please do so before making an appointment to see the Field Faculty. Students who need accommodation for their disabilities should contact the Field Faculty privately to discuss specific accommodations for which they have received authorization. The School of Social Work will make every reasonable effort to meet the special accommodations being requested. However, due to limited resources (Field Experience sites) available to meet

special accommodations, the student's Field Experience can be delayed up to 1-2 years. If the Field Education Office is notified of a Special Accommodations request after submission of the Field Experience Application packet, there is no guarantee that the Special Accommodation can be met in Field Experience placement for the current Fall semester.

Thank you for your assistance in making this course a productive one.

VII. Bibliography

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- Rothman, Juliet C. (2000). *Stepping Out into the Field: A Field Work Manual for Social Work Students*. Boston, MA: Allyn and Bacon. 230 p.
- Russell-Chapin, Lori A. (2004) *Your Supervised Practicum and Internship – Field Resources for Turning Theory Into Action*. Belmont, CA: Thomson-Brooks/Cole. 247 p.
- Smith, M.J.W., Whitaker, T., & Weismiller, T. (2006). Social work in the substance abuse treatment field: A snapshot of service activities. *Health and Social Work* 31 (2), 109-115
- Stuart, P. (2007). Bridging borders: How social workers build ties and transform relationships. *The Journal of Baccalaureate Social Work*, 12 (2), 13-25

Sweitzer, H.F., King, M. (2004) *The Successful Internship, Transformation and Empowerment in Experiential Learning (2nd Edition)* Belmont, CA: Thomson-Brooks/Cole. 282 p.

Specific readings assigned by the Field Instructor, Field Faculty, and/or field education faculty.

WEB SITES:

<http://naswca.org/> (National Association of Social Workers - Ca. Chapter)

<http://www.nyu.edu/socialwork/wwwrsw/> (resources for Social Workers)

<http://www.socialworker.com> (magazine for social work students and recent graduates – career information)

www.childrendefense.org (child advocacy and statistics)

www.welfareinfo.org (welfare reform and welfare related information)

www.socialworksearch.com (devoted to social work students and recent graduates)

www.bls.gov (occupational outlook handbook)

www.mhin.bu.edu/index.cfm (mental health information network from Boston University – library, resources, news, policy)

www.nyu.edu/socialwork/wwwrsw/ (Clinical social work, current issues, links to journals)

Websites to assist with study skills and writing skills and APA formatting.

<http://webster.commnet.edu/faculty/~simonds/lac.htm>

http://www.wvup.edu/Academics/learning_center/sq4r_reading_method.htm

<http://www.docstyles.com/apacrib.htm>

<http://webster.commnet.edu/apa/index.htm>

<http://www.psywww.com/resource/apacrib.htm>

<http://owl.english.purdue.edu/handouts/research/rapa.html#General%20Format>

