San Diego State University School of Social Work
Social Work 750 Field Practicum Fall 2013
Section # 23109
Field Practicum Integration Seminar Master & Supplemental Syllabus

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Course Location: HH 210
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COURSE PREREQUISITES
Concurrent enrollment: SW 744 (Fall) SW 739 (Spring) Advanced Seminar in Direct Practice with Individuals and Families.

DESCRIPTION
Integrative content from Policy, Research, Human Behavior, Social Work Practice and Field Practicum. Graded CR/NC.

COURSE DESCRIPTION
SW 750 Field Practicum Integration Seminar is organized as a small group educational experience intended to last two semesters. This course provides students an opportunity to engage in critical thinking, discussion, and exploration of theory, practice, policy, and field practicum experiences. This course builds on the first year Foundation Field Practicum (SW 650) which focused on generalist practice social work skills and learning experiences. Throughout the course, students have an opportunity to integrate the academic knowledge and values taught in advanced courses with their field placement experiences. In addition, the seminar provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises. Field seminars are designed to be “communities of practice”, which are “groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly.” (Wenger, 2006) **

This seminar also provides an opportunity for self-care and mutual support for students as they juggle the multiple demands of academic classes, 20 hours of field practicum, homework and “the rest of life”. As part of the regularly scheduled seminars, students can keep their seminar instructor appraised of their field experience. This format provides a vehicle for continued socialization into the field, professional development and consultation and offers early intervention and support for any issues and challenges that can arise in field placement. SW 750 consists of two components, field practicum hours completed at the agency and field seminars, every other week on campus. Students are required to complete 20 hours a week for each semester totaling 600 hours. (Note: Students in the joint programs, MSW/JD and MSW/MPH complete 16 hours a week only, for a total of 240 hours each semester.)
Course Objectives

Course Objectives

Students are expected to demonstrate advanced competency and integration of knowledge, skills and values in direct practice reflecting the Core competencies as outlined in CSWE EPAS (2008):

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<th>Professional Identity</th>
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<td>Ethical Practice</td>
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<td>Diversity in Practice</td>
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<td>Human Rights &amp; Justice</td>
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<td>Practice Contexts</td>
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<td>Engage, Assess, Intervene, Evaluate</td>
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SW 750 field practicum and seminars will focus on the following Core Competencies hi-lighted in the table above. Students will integrate advanced knowledge, skills and values obtained from their academic classes in their field practicum setting and will demonstrate the following competencies and practice behaviors. Students will be evaluated by their field instructor in their practicum setting, using the Comprehensive Skills Evaluation and by field faculty in field seminar. Students will be evaluated by direct observation of class participation, role plays and completion of educationally base recordings, i.e. process recordings, journaling.

Course Outcomes/Competencies. After completion of this course, students will be able to demonstrate competency in the following core areas:

Professional Identity - Identify as a professional social worker and conduct one-self accordingly. (EPAS 2.1.1) Social workers competent in Professional Identity:

Demonstrate professional social work roles and boundaries
Demonstrate professional demeanor in behavior, appearance and communication

Demonstrate professional time management skills and accountability.

Utilize supervision and consultation effectively to advance existing social work skills.

Ethical Practice - Apply social work ethical principles to guide professional practice. (EPAS 2.1.2) Social workers competent in ethical principles:

Discuss complex ethical issues in both written and oral communication
Critical Thinking—Apply critical thinking to inform and communicate professional judgments. (EPAS 2.1.3) Social workers competent in critical thinking:

Act from an integrated knowledge base regarding the social/political/economic environmental impact on individuals, families and communities.

Critically utilize appropriate models of prevent, intervention and recovery across all populations.

Diversity in Practice—Engage diversity and difference in practice. (EPAS 2.1.4) Social workers competent in Diversity in Practice:

Recognize the extent to which cultures’ structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping the life of oppressed individuals, families and communities

Demonstrate self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect, viewing self as a learner of cultural differences and those you work with as cultural informants

Advance human rights and social and economic justice (EPAS 2.1.5) Social workers competent in advancing human rights and justice:

Identify the forms, mechanisms and interconnections of oppression and discrimination

Advocate at multiple levels for equal access to services to all populations

Respond to contexts that shape practice (EPAS 2.1.9) Social Workers that respond to context that shape practice:

Seek information and resources to respond to agency, community and societal changes

Attend to changing population’s needs

Respond to scientific and technological developments to provide relevant services

Demonstrate leadership to promote positive change
Engage, Assess, Intervene, Evaluate (EPAS 2.10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.

**A. ENGAGE:**
Engage individuals, families and communities across diverse populations
Build collaborative relationships with clients as the expert on own life and culture
Use engagement strategies consistent with the client’s culture

**B. ASSESS**
Seek out information on the strengths of individuals, families and communities
Seek out client’s goals
Utilize standardized (as available and appropriate) culturally sensitive assessment tools, to make meaningful discriminations for intervention planning
Includes knowledge of agency expertise to formulate intervention options

**C. PLAN & INTERVENE**
Implement prevention strategies
Implement published research findings of effective intervention protocols and/or advanced theories and models
Implement effective recovery community programs

**D. EVALUATE**
Apply objective and systematic strategies to assess progress.
Apply objective and systematic strategies to assess outcomes.

Students participating in any of the specialized programs, (Child Welfare IVE, Mental Health Training Program, PPS or Early Childhood Certificate program) will receive additional competencies and these will need to be reflected in your Learning Plan.

SW 744 Required Texts co-requisite class for SW 750:


**Relationship with Practice Courses:**
As the advanced 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.

**Recommended reading and useful web sites:**

- SDSU School of Social Work Web Site – Field Education [http://socialwork.sdsu.edu/field](http://socialwork.sdsu.edu/field)

**Evidence-Based Practice Articles:**


See specifically the two following policy statements:
- NASW Policy Statement : Professional Self-Care & Social Work
- NASW Policy Statement: Professional Impairment **


Specific readings assigned by the field faculty, field instructor, and/or course instructor which will enhance the student’s advanced field practicum internship role in his/her specialized field of service.

- National Association of Social Workers
www.socialworkers.org

- Board of Behavioral Sciences – State of California  
  www.bbs.ca.gov

- California Laws  
  www.leginfo.ca.gov

**Recommended Readings:**


**Methods of Instruction**

Students are expected to be in field 20 hours a week (not including lunch break) throughout the academic year in supervised practice in their assigned social service agency, while attending class (field seminar) every other week, in order to integrate classroom learning and their field experience. Students are expected to adhere to the start and end dates of their placement. Students may not “bank” hours and finish their placement early. The course includes discussions related to the student’s field experience and professional development in the area of self-awareness, boundaries, professional communication, skill development and management of legal and ethical issues. This is accomplished through various group discussion topics, role plays, suggested readings, case presentations, video clips and course assignments.

**Measurement of Student Involvement**

**Students are expected to attend all class sessions**, be fully prepared and ready to share experiences from their field practicum setting. The occasional and unavoidable inability to do the above must be negotiated with the instructor ahead of time via phone or email. The instructor will assign a make-up assignment to cover the content of the missed seminar. The length and content of the assignment will be at the discretion of the instructor. Students are also expected to attend all internship hours/days and complete all required field documents. Failure to do so, may result in a failing grade. Please see additional information on grades below.

Note: Information shared in class about human service agencies and clients with whom you are working should be disguised. Confidentiality ethics, as defined in the NASW Code of Ethics are applicable to the field practicum. See guidelines regarding confidentiality on web site & Blackboard.  
Course Assignments/Activities/Evaluations:

1. **Internship Placement Tracking (IPT)** Students will maintain and report information via IPT program, a web-based program adopted by the SDSU School of Social Work last year. IPT will be used to track student assignments from semester to semester. Students will be given instructions on how to use the IPT program and it will be the responsibility of the student to assist their agency-based field instructor in completing the necessary forms through the IPT program. A tutorial for Students and Field Instructors is available on the web site at [http://socialwork.sdsu.edu/field/student-resources/](http://socialwork.sdsu.edu/field/student-resources/). If you are new to IPT you will be provided with your default log in information to log in to your account. Most 750 students already have an IPT account. If you have forgotten your user name or password – there is a “forgot password/user name tab” on the IPT web site. [https://www.alceasoftware.com/web/login.php](https://www.alceasoftware.com/web/login.php) Organization name is: sdsu. Email [swfield@mail.sdsu.edu](mailto:swfield@mail.sdsu.edu) if you have IPT log in problems.

   All forms are completed and signed electronically via IPT. The field department is going paper-less. You may print out the forms for your records if you choose.

2. **Learning Plan / Agreement, Agency Orientation Check List:** The Learning Agreement is a contract between the student, the agency, the field instructor and the MSW Program. The learning plan/agreement needs to address how the field practicum will help the student meet the educational learning objectives & competencies that are identified. The learning plan/agreement needs to be discussed and written with the student and field instructor.

   **Learning Plan/Agreement and the Agency Orientation check list are due the September 30th. (Seminar 3)**

   The new form in IPT is one integrated document which includes the Learning Agreement/Plan, the Agency Orientation Check List and the Comprehensive Skills Evaluation. The Learning Plan to be completed at the beginning of the semester by the student and the Comprehensive Skills Evaluation to be completed by the Field Instructor at the end of each semester. Students should keep a Time Log as a record of their hours. Each agency may have their own check in mechanism, but a Time Log form is available on the school of social work web site and Blackboard to enable students and field instructor to keep track of student’s hours. [http://socialwork.sdsu.edu/field/student-forms/](http://socialwork.sdsu.edu/field/student-forms/) Time Log is located at the bottom of the page under Forms for All Students.

3. **Agency Overview Presentation:** Research and gather information about your agency during your Orientation. Students MAY present a short Power Point (optional) to accompany a brief oral presentation in class, 5-10 minutes duration. A verbal presentation with no PP is acceptable. If more than one student is interning at an agency – they may share the presentation. **DUE September 16th Seminar 2.**

   This exercise provides students an opportunity to learn about other agencies in the community, the various services they provide and help identify possible community resources for client systems.
Students may use the following out-line for their verbal presentation or format of their own choosing — every area does not need to be included in equal detail:

Community and Agency Description Outline – Areas to research at your agency and to ask your field instructor. Students can use this outline for the Power Point or poster board & verbal presentation.

1. Agency structure
2. Leadership
3. Governance
4. Roles of staff
5. Funding sources and budgets
6. Agency mission, goals, & objectives
7. Social policies, laws, practices, etc. impacting client system & service delivery
8. Social problem(s) addressed
9. Service delivery models & methods
10. Collaborations and/or community development activities
11. Management information system.

4. **Process Recordings/Educationally Based Recordings:** Each student is to complete a minimum of two process recordings per semester. Process recordings are to be discussed during supervision with the agency Field Instructor. The suggested format is available on the web site, although students may use a different format or one suggested by the field instructor. Audio, video or two-way mirror “live” observations may substitute for written process recordings. Field instructors will document completion of the process recordings in the Comprehensive Skills Evaluation via IPT. Students may be asked to provide feedback about their process recordings in field seminar. Students are encouraged to use this valuable tool for increased self-awareness. Many schools require students to complete one process recording a week but SDSU is requiring only two per semester.

**Process recording ONE should be completed by Seminar 5, 10/28/13;**

**Second process recording should be completed & discussed with field instructor in supervision by the end of the semester. 12/11/13**

Process recordings are turned in to your field instructor & discussed in supervision. Instructor may ask student to share feedback from their process recording in seminar.
5. **Self-Evaluation Paper** Students are required to complete a 3-5 page self-reflection / self-evaluation at the end of each semester. This will be a separate word document, (not completed on IPT) turned in to field faculty at the last seminar, 12/9/13. Guidelines in appendix or posted on BB. The paper can be organized around the ten EPAS competencies.

Students will comment on what progress they have made in each core competency and what areas of growth are needed. Students are encouraged to share their Self Evaluation paper with their field instructor.

6. **Field Practicum Evaluations:** Field instructors complete the Comprehensive Skills Evaluation at the end of the Fall and Spring Semester. As noted above, this form is now located on IPT and will be completed and signed by the field instructor at the end of each semester. Students are responsible for planning ahead and reminding field instructors 2-3 weeks before the end of the semester that the Comprehensive Skills Evaluation is due the last week of field or as assigned by your field faculty.

**Field Journal (optional)** Field journals are aimed at continuing to help students process situations, issues, concerns or events that occur during field. Journal entries are reflective summaries about your previous week’s field experience. Students are encouraged to keep their own brief journal as a vehicle for self-care and a way to document one’s personal and professional growth.

**Supervision:** beginning in the first week of field practicum field instructors are required to provide weekly, individual, formalized face to face supervision for one hour for each student if at all possible. Supervision is to be provided by the student’s assigned field instructor. Students are to inform their field faculty if there is a lack of supervision.

**Site Visit:** Field faculty will conduct a site visit, usually in the Fall semester to meet with the student and their field instructor at the agency.

**Field Seminars/Practicum Attendance and Protocol:** Class attendance and participation is expected. Since there are so few 750 seminars, attendance is crucial to facilitate the group process and mutual support function of the seminar. The field seminar aims to be a “community of practice” where all students participate in role and real plays, bring material and examples from their internships and come prepared to participate. Failure to attend class and tardiness will negatively impact student’s grade. If students miss a seminar, the instructor will assign a make-up assignment to cover material missed in class. Use of lap tops, cell phones or other electronic devices are prohibited in class as they provide a distraction to student interaction, participation in role play and the group process. Adaptive technology such as tape recorders, electronic note takers or lap top computers may be used in the classroom if coordinated and or approved through Student Disability Services.

**Course Grading.** This course is credit / no credit and it is a year-long, two semester course. The combined grade including completion of course work assignments and field practicum is determined by field faculty in consultation with the field instructor who evaluates the student’s performance in the field.
Field Faculty will use the following breakdown:

20% Completion of all field practicum documents on IPT and assignments

Learning Agreement/Plan (IPT) Due Sept. 30th

Agency Orientation Check List (IPT) Due Sept. 30th.

2 X Process Recordings (completed and reviewed with field instructor) 1st by 10/18; 2nd by 12/11;


60% Field Practicum Performance - Professional Use of Self, Comprehensive Skills Evaluation (completed by field instructor on IPT), Field Instructor feedback during the year, Adherence to NASW Code of Ethics, Completion of hours.

Comprehensive Skills Evaluation rating – in the Fall semester students should be at level 1 or 2. In the Fall semester students should demonstrate skills at least a the Level 2 or 3.

10% Seminar and Field Placement Attendance and Timeliness

10% Seminar participation

Since the advanced field course seminars meet for only 6-8 weeks (and not for the usual 15-week semester), field students are required to participate in the group process for all seminars unless there are extenuating circumstances.

If a student has more than one unauthorized absence, (i.e. field faculty is not informed by email of phone call) per semester the student’s grade will be impacted. Make up assignments will be assigned for any absence. Students must inform the instructor by email or phone if they are unable to attend a seminar session.

Incomplete Grade:

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 the “Incomplete Authorization Form” 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 the field practicum course sequence.

Additional grade information for field course eligibility:

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

Failure to obtain these professional standings will result in the student becoming ineligible for the field practicum course and the student will be requested to withdraw from the field practicum course and the required co-requisite practice course.

Prior to the student’s re-entry into the field practicum course sequence, a meeting can be scheduled by the Course Instructor / Director 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 student must pass the practicum agency internship and the advanced practicum seminar 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, approved as the SDSU School of Social Work Academic Standards.

In accordance with School Policy, if a student discontinues his or her field practicum prior to the end of the SW 750 Field Practicum Course (in Fall or Spring semesters, in the same academic year), or during Winter Intercession, the student will be required to begin the entire period of the advanced field practicum course again (next academic year fall semester) as curriculum states that MSW II – SW 750 is a year-long course, including Fall and Spring semesters only. Exceptions to this policy will be considered on a case by case basis.

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).

Policies related to Assignments and Classroom Expectations

Policies Related to Required Assignments, Seminar and Practicum Participation

1. Class assignments and field practicum: Students are encouraged to provide their field instructor with a copy of this syllabus and take the time during supervision to review and discuss the required assignments.

2. Academic Accommodations / Disabilities. The San Diego State University School of Social Work abides by the Americans with Disabilities Act of 1990. Students who have disabilities that can potentially impact their academic performance may request academic accommodations by contacting the SDSU Student Disability Services (SDS) and receiving an evaluation. If SDS determines that a student has a disability and is eligible for academic accommodations (e.g., extended time for taking Exams, etc.), it is the student’s responsibility to inform the instructor. He/she should meet with the instructor and provide the necessary paperwork from SDS for academic accommodations.

3. Office Hours. The instructor will maintain office hours as listed on the heading of this Syllabus, and may be available at other times by appointment. To make the best use of the office hour time, the instructor encourages students to schedule appointments when possible. The
instructor also welcomes questions from students via email.

4. **Blackboard.** The use of the University’s Black Board software system is part of the format for this section. Materials for this course, including the syllabus, assignments, will be placed on Blackboard. Students are responsible for assuring that there is a current email address listed for them on the system. Periodically, announcements and updates to course assignments and information will be made available through Blackboard. The instructor will use Blackboard for sending class emails. Students are strongly encouraged to check Blackboard at least once a week in order to stay current with course announcements and information.

5. The NASW Code of Ethics has been adopted as academic standards for any student in the MSW Social Work Program.

6. Students are expected to respect each other and the professor during class. Talking when others are talking, leaving class early or coming late (without a legitimate reason) checking Facebook or other unrelated internet use during class and the like will not be tolerated. (See Student Discipline and Grievance Policy, Section 41301.)

7. **All assignments must be turned in on time.** Late work will only be accepted in the case of legitimate, verifiable emergencies (illness, accidents, etc.). The instructor may require documentation to support the legitimacy of an emergency. Please note: having multiple assignments due on the same day or computer problems is not a legitimate emergency.

8. Please turn off cell phones in class or place on vibrate. Although we can all forget occasionally, ringers and tones are extremely disruptive and failure to maintain this professional aspect of class behavior will affect your participation grade.

9. Please do not bring pets or children to class (animal assistants, of course, are allowable).

**Policies Related to the NASW Code of Ethics – Academic and Professional Standards**

The NASW Code of Ethics (Revised, 1999, 2008) is an academic standard at the SDSU School of Social Work and should guide students in maintaining professionalism in the practice class and in their field practicum.

The Code of Ethics specifies that social workers should be “continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them” (NASW, Revised 1996, Ethical Principles). Adhering to the Code of Ethics includes: (a) maintaining client confidentiality; (b) placing clients’ interests in highest priority, (c) treating one’s colleagues with respect, (d) demonstrating appropriate professional boundaries, and (e) maintaining standards of honesty and integrity.

1. **Confidentiality of clients.** Students are expected at all times to maintain the confidentiality of clients that they have seen or are currently seeing in their field placements. Confidentiality is expected when presenting cases in class discussions or when applying a class assignment to a client. Maintaining confidentiality includes changing all client names and disguising identifying information, but does not entail changing basic dynamics in a case. Students should also maintain the confidentiality of their classmates by keeping confidential any private information disclosed in class, except for when such information qualifies as a limitation of confidentiality (please
2. **Use of language.** In class discussions, students should be careful not to contribute unintentionally to myths about mental illness and disability. They should avoid using any language that labels people or equates them with the conditions they have (e.g., “a schizophrenic,” “a borderline,” or “the disabled”) or language that implies that the person as a whole is disordered (e.g., “disabled persons,” “an ADHD child,” “a learning disabled child”). Students should use terminology that preserves the integrity of the person (e.g., “an individual diagnosed with schizophrenia,” “an individual diagnosed with borderline personality disorder,” “people with disabilities,” “a child diagnosed with Attention Deficit Hyperactivity Disorder,” “a child who has a learning disability”). Negative terms should also be avoided (e.g., “stroke victim” “a child confined to a wheelchair”); instead state or write “a person who experienced a stroke” or “a child who uses a wheelchair.”

3. **Respect for colleagues.** Students can show respect for one another through collaborating with the instructor to create a safe, interactive, and intellectually stimulating classroom environment. This means: (a) actively contributing one’s thoughts and opinions without monopolizing class discussions, (b) listening respectfully to one’s colleagues, and (c) respecting others’ rights to express different opinions. Students are expected to be professional in class, including paying attention to class discussion, refraining from doing other work in class, passing notes, and/or engaging in side conversations. Cell phones should be turned off or placed on vibrate during class time to avoid distracting others and detracting from the learning process.

4. **Professional boundaries.** Professional communication involves interacting with others in an assertive, genuine way that respects the privacy of others and is considerate of their needs. Students should be careful to maintain appropriate boundaries and should monitor their level of self-disclosure in small discussion groups and with the entire class. If students elect to share highly personal information, they should practice “conscious use of self” and ensure that the information they wish to disclose directly applies to the course content being discussed and that sharing the information is likely to enhance the learning of their classmates.

5. **Confidentiality of colleagues / Limitations to confidentiality.** Information disclosed in an academic environment is subject to the same limitations as in social work practice (i.e., harm to self or others, evidence of child/elder abuse/neglect). Students have an ethical responsibility to take action if they become aware that classmates have personal problems that impair their ability to work with clients and/or present a risk of self-harm or behaviors that could harm others. If students encounter a situation involving the impairment of a classmate, they should follow these guidelines established by the NASW Code of Ethics:

   a. “Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action” (NASW, Revised 1996, Section 2.09).
b. When, after consultation, a colleague fails to take action to address their impairment, the Code of Ethics specifies that social workers “should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations” (NASW, Revised, 1996, Section 2.09).

In the SDSU School of Social Work, informing the instructor and/or Graduate Advisor is the “appropriate channel” for taking action when a classmate has not addressed his/her impairment due to personal problems, psychosocial distress, substance abuse, or mental health difficulties. The instructor will request an interview with the student(s) involved. Should the interview raise questions about a student’s ability to manage the stress of the MSW program and/or perform professionally in the field placement, the instructor will discuss with the student whether to inform the Graduate Advisor, the student’s assigned Field Faculty, and/or the Coordinator of Field Education about the concerns.

6. **Honesty/integrity.** The NASW Code of Ethics asserts that social workers should “behave in a trustworthy manner” and “not participate in, condone, or be associated with dishonesty, fraud, or deception” (NASW, Rev 1996, Ethical Principles & Section 4.04). Social work students should conduct themselves in a manner consistent with this social work value of integrity and avoid all forms of academic misconduct including: cheating, plagiarizing, stealing course examinations, asking another student to sign the roll for them when they are not going to be attending class, falsifying data, violating copyright laws, and/or intentionally assisting another individual in any of those actions. Please note the following definitions and policies:

i. **Cheating** includes (1) giving or taking exam answers to or from another student, (2) copying another student’s paper (in part or in its entirety), and (3) falsifying one’s own or another student’s class attendance.

ii. **Plagiarism** is “formal work publicly misrepresented as original; it is any activity wherein one person knowingly, directly and for lucre, status, recognition, or any public gain resorts to the published or unpublished work of another in order to represent it as one’s own. Work shall be deemed plagiarism (1) when prior work of another has been demonstrated as the accessible source; (2) when substantial or material parts of the source have been literally or evasively appropriated (substance denoting quantity; matter denoting qualitative format or style); and (3) when the work lacks sufficient or unequivocal citation so as to indicate or imply that the work was neither a copy nor an imitation. This definition comprises oral, written, and crafted pieces. In short, if one purports to present an original piece but copies ideas word for word or by paraphrase, these ideas should be duly noted.

iii. **Giving authorship credit.** The NASW Code of Ethics states that social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social workers should honestly acknowledge the work of and the contributions made by others (NASW, 1996). Students should be careful to give appropriate authorship credit to anyone from whom they have obtained information for written assignments and class presentations, including citing books, journal articles, Internet websites, class lectures, professional colleagues, and/or classmates. **NOTE: If you take a direct quotation from a book or article, you must enclose the quoted material in**
quotation marks and cite the author, year of publication, and page number of the quote. If you do not indicate that the material is a direct quote, it can be considered as a form of plagiarism, even though you have appropriately cited the reference from which you took the material. By not quoting the material, you would have used another’s words and implied that they were your own. Student should consult the instructor if they have questions or are unclear about how to incorporate and cite the work of others.

iv. Consequences for academic misconduct. Academic misconduct will be handled according to University policy. Students who are found plagiarizing the works of others or committing other forms of academic misconduct will be subject to standards set forth by the University. Such action could result in failing an assignment, failing the class, or being expelled from the University. Please see Bulletin of the Graduate Division. A student who is found cheating or plagiarizing will be asked to meet with the instructor and with the Graduate Advisor to determine which of the above consequences will be implemented.

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

Students shall 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 immediate recommendation for disqualification from the MSW program. If a field instructor has concerns about a student’s performance and are unable to resolve the issues with the student. Field faculty will become involved and a Student Performance Agreement will be put in place to give the student opportunity to demonstrate improvement in the areas of concern.

Course Outline
The following course topics and issues are suggested topics to be addressed throughout the Advanced Field Practicum Seminars. The Advanced Seminars 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 seminar will seek to be a “community of practice.”

The Advanced Field Practicum Seminar Objectives include:

1. Integration, discussion, and feedback of advanced field practicum experiences and supervision;

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;

4. Seminar field faculty instructors will facilitate group process
THERE ARE FIVE SECTIONS OF SW 750 (Clinical Concentration) and one section of SW 755 (Admin & Community Organizing)

Due to classroom & scheduling restrictions – all seminars do not take place on the same dates – so please note which section you are in and what dates your seminars fall on.

The sections meet for an uneven number of sessions due to various Monday Holidays. (Labor Day; Veterans Day.) We will try even up the number of sessions for each section in the spring semester.

NOTE: All sections meet on first day of school August 26th (Sections will meet together)

Group A: Elson (2) Hernandez (4) Siegel (755) meets on these dates:
8/26; 9/16; 9/30; 10/14; 10/28; 11/25; 12/9;

Group B: Archuletta ((1) Barragan (3) Hernandez (4) meet on these dates.
8/26; 9/9; 9/23; 10/7; 10/21; 11/4; 11/18; 12/2

<table>
<thead>
<tr>
<th>Session</th>
<th>Adv. Field Seminar Topics</th>
<th>Skill Application/Activities</th>
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</thead>
<tbody>
<tr>
<td>Seminar 1 8/26/13 All sections meet</td>
<td>Professional Identity (EPAS 1)</td>
<td>Welcome Back – Foundation Year vs. Advanced Year expectations</td>
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<td></td>
<td>Introducing IPT – web based field tracking system &amp; new forms</td>
<td>Syllabus and assignments review</td>
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<td>“Communities of Practice”</td>
<td>Review of skills tool kit – Motivational Interviewing – basic interviewing skills</td>
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<td>Importance of Self Care</td>
<td>Small group activity – reflective listening, self-care, expectations of the year</td>
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<td>Vicarious Trauma and how to avoid burn out</td>
<td>Sharing survival skills</td>
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<td>Reviewing the basics</td>
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</table>

SW 750 Direct Practice, Advanced Field Practicum Seminars
The Course Outline is subject to changes by the course instructor and field faculty instructors throughout the semester.
<table>
<thead>
<tr>
<th>Seminar 2</th>
<th>9/16/13</th>
<th>Agency presentation Due today</th>
<th>Review Learning Plan / Specialized Competencies (MH; IVE, PPS)</th>
<th>Ethical Practice (EPAS 2)</th>
<th>Agency Presentations</th>
<th>NASW Code of Ethics</th>
<th>Review of legal and ethical issues</th>
<th>High risk issues – mandated reporting</th>
<th>5150 Danger to Self, Danger to Others and Grave Disability</th>
<th>Sharing Community Resources</th>
<th>Review of Safety policy and practice at internships</th>
<th>Examples of ethical dilemmas in internship &amp; case studies</th>
<th>Ethical “shades of gray” – Legal vs. Ethical Review child, elder abuse and neglect case studies</th>
<th><strong>Verbal presentations on Internship Agencies</strong> – reporting protocol / safety policies – home visits – peer feedback</th>
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<tbody>
<tr>
<td>Seminar 3</td>
<td>9/30/13</td>
<td>DUE: Learning Plan</td>
<td>Critical thinking (EPAS 3)</td>
<td>Trauma informed practice</td>
<td>Sharing Community Resources</td>
<td>Sharing Community Resources</td>
<td>Vignettes / case studies from internship re impact of trauma</td>
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<td>Seminar 4</td>
<td>10/14/13</td>
<td>Diversity in Practice (EPAS 4)</td>
<td>Cultural diversity - internship population – ethnic groups, gender, sexual identity,</td>
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<tr>
<td>Seminar 5</td>
<td>10/28/13</td>
<td>Engage, Assess, Intervene, (EPAS 10)</td>
<td>Case Conceptualization Applying theoretical models – Motivational Interviewing, Cognitive Behavioral Therapy, Solution Focused, Systems/Family Therapy</td>
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<td>Seminar 6</td>
<td>No Class – Veterans Day</td>
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<tr>
<td>11/11/13</td>
<td>Veterans Day</td>
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<thead>
<tr>
<th>Seminar 7</th>
<th>Engage, Assess Intervene (EPAS 10)</th>
<th>Video/movie highlighting psychopathology or social problem:</th>
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<tbody>
<tr>
<td>11/25/13</td>
<td>Advanced Assessments</td>
<td>Exercise: Small groups completing comprehensive assessment on main character in the film complete with a DSM-IV-TR Diagnosis &amp; person in environment context.</td>
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<td>Diagnostic Impressions / Diagnosis – applying DSM IVR or 5 – students will have watched selected movie before class or movie clip in class</td>
<td>Treatment Plan for main character</td>
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<td>What is Recovery? Strengths based assessments vs. pathology driven assessments</td>
<td>Treatment Planning Exercise</td>
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<td>Student may bring or video of actual client session with appropriate releases</td>
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</table>
| Seminar 8  
| 12/9/13 | **Evaluation and Termination**  
| (EPAS 10) | Importance of Evaluation – what is “evidence based practice”?  
| | Termination with voluntary & involuntary clients  
| | Preparing for Winter Break | Role play exercise of termination with client  
| | Importance of termination and closure for client and therapist  
| | Review of progress from start to end of semester |