I. Purpose and Description of Course

The SW 755 Administration-Community Development Advanced Field Practicum is designed as an entire academic year course with the requirements and expectation that the student will attend and participate in an advanced field internship in the same field practicum setting and in advanced field practicum school-based seminars for both semesters consecutively.

The second year of graduate field education includes this two-semester course, 4-credits per semester involving an educationally focused practicum experience in an assigned human services organization and eight biweekly advanced field practicum seminars scheduled over the semester. This advanced social work administration-community development field practicum consists of administration-community development content: activities, assignments, training, and supervision. Second year field education practicum experiences are expected to assist the student to build on the foundation of skills achieved during the first year of generalist practice. The student is expected to: gain experience with a larger volume of administration practice activities, projects, and assignments; utilize management, needs assessment, and supervision models; develop increased insight and understanding of agency, organization, community, and client systems; practice and uphold social work values, laws, and ethical issues governing social work practice; and practice cultural competence when working in the professional setting.

For the fall and spring semesters, a total of 600 clock hours in the agency – advanced field practicum, for approximately 20 hours per week are required 300 hours for each semester (240 hours each semester; 16 hours per week for Joint Program students only) and 8 Advanced Field Practicum Seminar classes per semester, scheduled every other week.

SW 755 Course Prerequisites:
- SW 650 - Field Practicum, Fall and Spring Semesters, grades of Credit
- Advanced Field Practicum - Agency Confirmation
Student has met pre-interview, interview, and additional agency screenings and is approved and confirmed by Agency and SDSU School of Social Work for internship for this academic year.

- Qualifying Examination – passing score

**SW 755 Course Co-Requisite for Fall Semester:**
Social Work 740 – Advanced Seminar in Social Work Administration

**II. Course Objectives**
Students are expected to demonstrate advanced competency and integration of knowledge, skills and values in administration and/or community development, reflecting the Core Competencies as outlined in the CSWE EPAS (2008) listed below:

- Professional Identity
- Ethical Practice
- Critical Thinking
- Diversity in Practice
- Human Rights & Social and Economic Justice
- Research-Based Practice
- Human Behavior and the Social Environment
- Policy Practice
- Practice Contexts
- Engage, Assess, Intervene, Evaluate with Organizations and Communities

Within the CSWE’s EPAS ten Core Competencies listed, the following provide a guide for the evaluation of the student’s performance and represent expectations to be achieved by the end of the Concentration Field Practicum in SW 755:

- Examine personal values, attitudes and expectations; integrate a guide for the profession’s value and to enhance self-awareness for greater effectiveness as a social work professional in a leadership role.
- Adapt professional roles and functions to serve the individualized needs of diverse, complex and vulnerable client systems through creative program planning and development.
- Apply advanced core course theoretical practice principles of strategic planning, leadership, program evaluation, performance accountability, management and human resource management, finance, MIS, and organizational and community analysis in the advanced field practicum setting.
- Examine and assess ethical and diversity dilemmas and legal mandates encountered in macro practice settings.
- Examine policies and resources relevant to diverse populations served by the agency and their implications for the organization’s responsiveness at the local, state and national level.
- Assess needs, values and strengths of diverse client systems to effectively empower them to problem-solve and to act on issues of social and economic justice that directly impact their lives.
- Use supervision as a foundation for increased professional growth and development of leadership and practice evaluation skills.
III. Course Outcomes/Competencies

After completion of this course, students will be able to demonstrate competency in the core areas listed. Please refer to the detailed competencies and practice behaviors listed below and in the required SW 755 Comprehensive Skills Evaluation and Learning Plan.*

**Professional Identity - Identify as a professional social worker and conduct one-self accordingly. (EPAS 2.1.1)**
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)**
Makes ethical decisions by applying standards consistent with the NASW Code of Ethics, social work values, and laws regulating social work practice.
Recognizes and manages personal values and biases, recognizes ambiguity in resolving ethical conflicts.
Applies strategies of ethical reasoning.

**Critical Thinking—Apply critical thinking to inform and communicate professional judgments. (EPAS 2.1.3)**
Comprehend, appraise, and integrate research-based knowledge and practice wisdom pertaining to individuals, families, organizations, and communities.
Critically utilizes appropriate models of assessment, prevention, intervention, and evaluation.
Demonstrates effective oral and written communication with individuals, groups, organizations, communities, and colleagues.

**Cultural Competence in Practice—Engage diversity and difference in practice. (EPAS 2.1.4)**
Knowledgeable and respectful of clients and professions who differ by all diverse factors.
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)**
Identify the forms, mechanisms and interconnections of oppression and discrimination.
Advocate at multiple levels for equal access to services to all populations.
Advocates and engages in practices that promotes social and economic justice.

**Evidence Based Practice. (EPAS 2.1.6)**
Demonstrates use of evidence-based interventions and policies.
Integrates research findings and professional judgment to improve practice, policy and social service delivery.

**Policy Practice to advance social and economic wellbeing and deliver effective social**
work services. (EPAS 2.1.8)
Demonstrates understanding of policy role in service delivery and practice in policy
development.
Analyzes and advocates for policies that promotes wellbeing.
Collaborates with professionals and clients for effective policy action.

Respond to contexts that shape practice. (EPAS 2.1.9)
Seek information and resources to respond to agency, community and societal changes.
Respond to scientific and technological developments to provide relevant services.
Demonstrate leadership to promote positive change and evaluates own practice.

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.

ENGAGEMENT:
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.

ASSESSMENT:
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.

INTERVENTION:
Implement prevention strategies.
Implement published research findings of effective intervention protocols and/or advanced
theories and models involving communities and organizations.
Implement effective recovery community programs.

EVALUATION:
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, and Joint Programs (MSW/JD, MSW,MPH ) will receive additional
competencies and these will need to be reflected in your Learning Plan.

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

IV. Required Readings

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

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

California Laws [www.leginfo.ca.gov](http://www.leginfo.ca.gov)


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

V. Course Assignments, Practicum Requirements, and Evaluations

A. Agency required assignments, activities, and evaluations

Students and agency field instructors shall discuss and review the required SW 755 course assignment descriptions.

*Please refer to Appendix A, for detailed information and requirements, located at the end of this syllabus.*

Internship Placement Tracking (IPT)

Students will maintain and report information on the department’s new IPT program, a web-based program adopted by the SDSU School of Social Work this 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/).

Students will be provided with their default log in information and will log in to their account. Students are highly encouraged to obtain a university rohan email address. All forms are completed and signed electronically via IPT. The field education program will be paper-less. Students and field instructors may print out the forms for your records if you choose.
Note: In accordance with School policy, “micro practice service” shall not be included in Course SW 755 hours. Please consult with the Director of Field Education should you require further information and/or will be requesting exceptions to noted policy.

B. Advanced Field Practicum Seminars

The following SW 755 assignments in the advanced field practicum seminars consist of:

1. **Administration/Community Development Seminar Project** - facilitation by Student Teams* vignettes, skill exercises, application and demonstration. Student teams and seminar topics will be identified and chosen by students.

2. Instructor assignments as outlined for skill application and experiential learning.

3. Attendance and Seminar Practicum Participation.

*Note- Course instructor has designated one seminar class (specific date) and 2-3 agency hours for student teams to discuss, plan, and finalize Seminar Facilitation Project.

Students are encouraged to bring in administration and community development projects, issues, and learning experiences from their advanced field practicum’s to contribute to class discussions. They are expected to maintain client confidentiality at all times by changing names and disguising identifying information. Please refer to the Graduate Student Handbook for information regarding client confidentiality.

Attending all seminars with no unexcused absences and completing all class worksheets and/or exercises is considered mid-level “B” participation (85%). Unexcused absences will cause students to lose participation points. Receiving a B+ (87–89), A- (90 – 94), or “A level” (95 – 100) for the participation and exercises/worksheets grade will depend on the degree to which to students participate in class discussions and in the skill development portion of the course, whether experiential (i.e., role plays, administration-CD presentations), or written exercises (e.g. as the summary of one’s individual contribution to the group project, etc.).

**Appendix B - Refer to the MSW II – Advanced Year, Administration/Community Development Practice – SW 755 Course Requirements- Brief Overview for further detailed information, located at the end of the syllabus.**

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. The Graduate Student Handbook can be found at the following website: [http://socialwork.sdsu.edu/docs/graduatehandbook091407.pdf](http://socialwork.sdsu.edu/docs/graduatehandbook091407.pdf).

Assignments will be needed to be completed in a timely fashion. No assignments will be accepted after the due date, unless otherwise negotiated prior to the due date. Extensions for assignments are generally not given, except at the course instructor’s discretion for extenuating emergency circumstances.

All graduate courses in the MSW program field education curriculum are on a “Credit / No Credit – Cr/NC” grading system.

According to the Graduate Bulletin, a grade of “Credit” in graduate level courses is awarded for work equivalent to all grades that earn 3.0 or more grade points (A through B). “No Credit” is awarded for work equivalent to all grades, which earn less than 3.0 grade points (B- through F).
“A” grade is defined as “outstanding achievement; available for the highest accomplishment.” “B” proficiency is defined as “average; awarded for satisfactory performance.” Completion of all components of the assignment would result in a grade of B or “Report in Progress – RP or Credit”. As per the guidelines: a grade of “B” is given to student work that meets the basic requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the basic expectations of the course.

**For the Fall 2012 Semester**, students enrolled in Course SW 755 can be awarded a “Report in Progress – RP” grade in lieu of a grade of “Credit”. The "RP" grade is used for graduate courses that extend beyond one academic term. “It indicates that work is in progress.” The “RP” grade will be changed to a grade of “Credit or No Credit” for Fall Semester in mid-Spring Semester 2013.

**For the Spring 2013 Semester**, students enrolled in Course SW 755 will be graded on a “Credit, No Credit, or RP” basis.

**Grading and Assignments:**
The following assignments are required for field education. Please note that some of the requirements will be submitted directly to the seminar instructor, while other required field assignments will be evaluated by both your field instructor and the course instructor. Assignments will be evaluated according to the following rubric with the expectation that all work will be at a B level or better for “Credit”.

**Field Assignments due to Field Instructor and/or Instructor** - 55% total
- Field Practicum Agency Orientation – Agency/Fi ;
- Student Orientation Checklist – IPT;
- Learning plan – IPT;
- Individual supervision on a weekly basis- Agency/ Fi;
- Agency Site Visit – student, field instructor, and faculty meeting conducted at agency;
- Process recording(s) and Educationally-based recordings – student written assignments and Fi feedback with student ;
- 755 Field Practicum Comprehensive Skills Evaluation – completed by field instructor (IPT);
- Student Self-Assessment and Evaluation Review – written assignment determined by course instructor, and submitted to faculty.
- 300 Advanced Field Practicum Agency Hours required for each semester (fall and spring) for a total of 600 hours (240 hours per semester for Joint Dual degree students)

*Please note that for designated University Holidays, students will not be in their field practicum, but are required to make-up the 20 hours (or 16 hours for joint degree students) per week. Also if the Agency designates specific Holidays where the agency is closed, and the student cannot attend, the student is required to make-up the 20 hours per week. Refer to the Field Education Calendar 20121-2013 for detailed information.*

**Field Seminar Assignments due to Instructor/Liaison** - 45% total
- Administration/Community Development Seminar Project (Student Teams) - 20%
- Vignettes, Skill Exercises, application, and demonstration - 15%
- Attendance, Seminar Participation - 10%
As the advanced field course seminars meet for eight times (and not for the usual 15-week semester), field students are required to participate in the group process for all seminars. If a student misses more than one unauthorized seminar in the semester the student will receive a grade of “No Credit” and will be considered ineligible for the SW 755 course.

The determination of the grade for the SW 755 Administration, Advanced Field Practicum course rests with the Course Instructor. The student must pass the practicum agency internship and the advanced practicum seminar components in the advanced field course to receive a grade of “Credit or Report in Progress”.

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

Students must maintain a 3.0 GPA prior to the initial enrollment in the advanced field practicum, and throughout the entire field practicum period. Students must also obtain a passing grade of “C” in their required concurrent practice course(s). Failure to obtain these professional standings will result in the student 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 may be scheduled by the course instructor, to be held between the student, the Director of Field Education, 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.

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 755 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 755 is a year-long course, including Fall and Spring semesters only.

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

The student is required to start the SW 755 Administration-Community Development, Advanced Field Practicum Course in the next Fall Semester sequence, by entering the MSW II - SW 755 Advanced Field Placement Process again and adhering to the placement process by the required deadlines (February/March of the preceding year entering field in the Fall).
VII. Teaching Methods and Course Policies

Agency Practicum Hours Required

Field practicum hours are usually scheduled during normal agency hours of operation (8 am – 5pm); Monday through Friday in order to participate in professional experiences and receive required supervision. However, evening and weekend practicum internship hours may take place after regular hours, provided there is appropriate professional supervision at the agency.

*Students and field instructors participating in evening and/or weekend hours in the advanced field practicum internship are required to notify the course instructor of the intern’s schedule.*

In the case of unanticipated absence (illness or emergency) for the agency practicum hours, the student shall notify the field instructor immediately of the circumstances. Only the assigned Field Instructor can make arrangements and/or discuss the missed hours and the schedule for make-up. Failure to notify the field instructor could result in discontinuance of the student in the fieldwork placement, and a grade of “NO CREDIT”.

If due to an emergency a student is unable to report to field, he/she must inform the Field Instructor, the appropriate agency personnel as well as the assigned the SW 755 Course Instructor immediately. It is the student’s responsibility to discuss attendance policies and procedures with his/her field instructor during the agency orientation.

The student will be responsible for make-up of any missed field hours, only with consultation with the Field Instructor. The Faculty must be fully informed about any irregularity in attendance with field practice. The students will not make-up missed hours during University Break Periods without the approval of the 755 Course Instructor and Director of Field Education.

Advanced Field Practicum Seminars

While enrolled in the 755 Course, each student is required to attend the mandatory Advanced Field Course Seminars, scheduled on SDSU campus, meeting every other week. Note - the seminars do not count as part of the 20-hour per week requirement in the agency.

The student is expected to start the field practicum course on time and end the field practicum hours in accordance with the mandated University Semester periods. Since the Seminars represent an integrative group process experience for the students, absences from seminars should be avoided. If a student has an emergency or has extenuating circumstances beyond their control, the student is expected to contact the instructor directly via email. A make-up assignment, determined by the instructor may be given which will be due during the semester.

If a student misses more than one unauthorized seminar in the semester the student will receive a grade of “No Credit” and will be ineligible for the SW 755. Thus, the student will not be able to continue the field curriculum course sequence and will be referred to the Director of Field Education. Consistent tardiness in attending Practicum Seminars on time, and/or unexcused absences can result in the student receiving a grade of “No Credit”. Students are encouraged to bring in administration and community development projects, issues, and learning experiences from their advanced field practicum’s to contribute to class
discussions. They are expected to maintain client confidentiality at all times by changing names and disguising identifying information. Please refer to the Graduate Student Handbook for information regarding client confidentiality.

Please note that it is the student’s responsibility to keep apprised of and review the SDSU School of Social Work Web site - Field Education, Field Education Bulletin Board, and field course in SDSU Blackboard for required new field education updates throughout the Academic Year.

**Policies Related to Class Exercises / Assignments**

Cell Phone, Social Media Free Zone: There will be no use of cell phones, or social media on laptops, tablets, etc. during class time as these may create distractions to the student’s learning experiences and process.

Attendance / Absences: Absences and partial class attendance can significantly interfere with students’ ability to meet course objectives and may impact the participation grade. The instructor will excuse absences resulting from verified unforeseen circumstances (e.g., illness, family emergency, etc.). The student’s field practicum experience should not conflict with class time. Students are expected to come to class on time and stay for the entire class session. Students should notify the instructor in advance by email, if they need to miss class, arrive late, or leave early.

Participation: Class participation means coming to class having studied the assigned readings and prepared to actively contribute to class discussions. Discussions will focus on applying the readings discussed, particularly in students’ field agencies. In some class sessions, the instructor may assign interactive exercises (to be completed in dyads or small groups). The goals of these exercises are to: (a) increase student self-awareness of ethical issues, (b) help students apply course content to cases the student has seen in field practicum, and (c) provide opportunities for practicing skills.

Religious Observances: Please notify the instructor within the first two weeks of the semester if your religious observances conflict with class or due dates so appropriate arrangements can be made.

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.

Policies Related to the NASW Code of Ethics – Class Norms & Standards: The NASW Code of Ethics (1996, Revised 2008) have been adopted as academic standards in the SDSU School of Social Work. The Code represents professional standards for the MSW program. Students are expected to maintain a high standard of professionalism, and adhere to all its principles of professional conduct. Please refer and review the NASW Code of Ethics, located at [http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp) for its ethical principles and standards on confidentiality, professional boundaries, respect for colleagues and supervisors, honesty, integrity, etc.
VII. Course Outline

The following course topics and issues are to be addressed throughout each of 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.

Refer to next page.
### Seminar 1
8/27/12
Overview of Course Curriculum / Syllabus / Assignments and Requirements
- IPT Field Database – Overview
- Seminar Project Team - Sign-ups

### Seminar 2
9/10/12
Organizational Structure, Mission, Management, Infrastructure

### Seminar 3
9/24/12
SW Ethics, Values and Agency Integration

### Seminar 4
10/8/12
Supervision – Administration and Managerial Roles
Facilitators:
Learning Plan and Orientation Checklist (on IPT) - Due 10/8/12

### Seminar 5
10/22/12
Human Resource Management
Facilitators

### Seminar 6
11/5/12
Diversity / Discrimination / Harassment (Issues in the Workplace)
Facilitators

### Seminar 7*
11/19/12
*No seminar class meeting. Student Teams will utilize time for planning Seminar Project.
Comprehensive Skills Evaluation (IPT) and Student Self-Evaluation Paper – Due 11/26/12

### Seminar 8
12/3/12
Strategic planning / Organizational change / Leadership
Facilitators

### 2013 Spring Semester
(If course schedule remains the same, seminars will continue to meet on Mondays at 11:00am; specific dates TBA)

### Seminar 9
Facilitators:

### Seminar 10
Professional Self-Care / Agency Care/ Vicarious Trauma Issues for Employees
Facilitators:

### Seminar 11
Financial Management / Budgeting
Facilitators:

### Seminar 12
Program Design, Development, and Evaluation (EBP)
Facilitators:

### Seminar 13
Risk Management / Crisis, Emergency Planning and Interventions
Facilitators:

### Seminar 14
4/8/13
Seminar Canceled – Comprehensive Exam Scheduled?

### Seminar 15
MSW Transition to Workforce – Guest Speaker Panel
Interviewing and Job Market

### Seminar 16
Post MSW Licensing, Certifications & Beyond
Summary, Evaluations, and Wrap-up

### IX. Bibliography


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**Appendix A – SW 755 Agency Course Assignment Descriptions 2012-2013**

1. **Field Practicum Agency Orientation – August 27 – September 28, 2012 and on-going**

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

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

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

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

2. Student Orientation Checklist (in Agency) – IPT form Due October 8, 2012
Refer to the SW 755 Advanced Field Practicum forms section on the School of Social Work, Field Education Web pages for the required form to be completed by you, your field instructor and instructor/liaison. This form shall be handed in to your instructor by the required due date. The student is required to complete a new Social Work Student Orientation Checklist if the student is placed in a new field practicum site during the Fall or Spring Semester.

3. Supervision
Beginning the first week of the field practicum, weekly individualized, formalized, face-to-face, one-hour (minimum) supervision will be held. Supervision is to be held each week by the student’s assigned field instructor. Failure to hold supervision by the field instructor on a weekly basis will result in the student not receiving the required hours and experiences in his/her fieldwork and fulfilling the course requirements as needed for receiving a grade of “Credit”. Students are responsible for obtaining this supervision and informing their Instructor/Liaison immediately if there is a lack of supervision.
Refer to the Field Education Manual for requirements.

This course assignment functions as an accountability tool that students completed their required hours in their practicum agency sites and recorded on a weekly basis.
Each agency may have their own check in mechanism, but a Time Log form is available on the school of social work web site to enable students and field instructor to keep track of student’s hours. http://socialwork.sdsu.edu/field/student-forms/ Time Log is located at the bottom of the page under Forms for All Students.

5. Advanced Field Practicum Seminars – refer to dates in course outline
The Advanced Seminars are designed to supplement and integrate the advanced direct practice content students receive in their concurrent courses. The advanced seminars meet every other week during the academic year and will address specific skills, topics, issues, concerns related to the advanced field practicum experience.

Assigned Student Seminar schedules are located in the School Email sent to 755 students in Summer 2012, and on the Field Education Bulletin Board. For SW 755 Course continuance in the 2013 Spring Semester, students will remain in the same field course sections.
The Advanced Field Practicum Seminars provide a framework for advanced administration-community development in social work. The seminars are designed to:

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

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

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.

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

Note: The student is required to write a new learning plan/educational contract if the student is placed in a new field practicum site during the Fall 2012 or Spring 2013 Semesters.

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

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

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

Refer to Process Recordings formats, located on SW 755 Course Blackboard.
8. **Agency Site Visit(s) with Course Instructor/Liaison, Field Instructor, and Student**
Faculty schedules a minimum of one agency visit in the Fall/early Spring Semester, three-way meeting (instructor/liaison, 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 faculty are available for immediate consultation and may provide additional agency visits as need. Agency site visit(s) are held as part of the student’s 20 hour per week internship hours and are held at the agency site.

*Refer to the 2012-2013 Field Education Calendar for when visits shall be scheduled and conducted by the instructor/liaison.*

9. **Evaluations – Comprehensive Skills Evaluation – IPT Form Due November 26, 2012**
The process of evaluation of student performance is continuous throughout the field education program. The student is required to take responsibility for learning, progress, and self-assessment. The student's own appraisal is consistent with a philosophy that encourages self-determination, self-awareness and motivation toward the highest level of development possible for the individual. Therefore, each student is required by the field instructor to actively engage in the evaluation process. All evaluations are expected to be joint ventures in which both the student and field instructor participate, with the field instructor carrying the final responsibility.

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.

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

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

10. **Student Self-Evaluation and Review – Due November 26, 2012**

Students are required to complete a 2-3-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 755 course instructor on November 26th.

The paper can be organized by the ten CSWE EPAS competencies, emphasized in field, (professional practice, ethical practice, critical thinking, diversity in practice, human rights and justice, hbse, policy, research based practice, engagement, assessment, interventions and evaluation.) 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 Review paper with their field instructor.

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

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

These evaluation forms will be sent to each 755 advanced field practicum student during the last three weeks of the fall semester, via the student’s email address. The student will be able to complete the evaluations on-line and submit them on-line to the School of Social Work by the course calendar due date.

Students are under all requirements set forth in the field education curriculum, e.g. as noted in the Course Syllabus; Advanced Field Practicum Seminars; 750/755 Advanced Field Practicum Application and Policies, 750/755 Field Practicum Student Agreement; Comprehensive Skills Evaluations, the SDSU School of Social Work and Community-Based Organization Service-Learning Agreement (SLA); and as outlined in the required readings and web site readings for this course.

Appendix B – 755 Course Requirements
Overview – Refer to Course Master and Supplemental Syllabi.

**Field Instruction**
Field Education is an integral part of the MSW program curriculum. Each year-long field course includes two major components: the practicum agency internship and the practicum school-based seminars. It provides the social work student with an opportunity to integrate and apply course theoretical knowledge and engage in social work practice in a community-based agency setting with supervised field experience.

**Supervision**
Minimum of 1 hour per week of formalized individual, face-to-face supervision by Field Instructor. Regularly scheduled.

**Agency Field Practicum Hours***
Fall Semester and Spring Semester:
- 20 agency hours per week for 15 weeks per week (16 hrs. for dual degree students).
- Agency practicum hours = 300 hours per semester (240 hrs. each semester).
- SW 755 total practicum agency hours = 600 hours.
*Refer to field education course calendar and attendance policies for holidays, university break periods, student illness, etc.

**Advanced Field Practicum Seminars**
Fall and Spring Semesters – Bi-weekly seminars held.
- 8-9 Advanced Field Practicum Seminars for each semester.
- School-based Seminars are taught by faculty and will focus on skill application, development, and training, utilizing small groups, role-playing, vignettes, and exercises.

**Practice Expectations Caseload/ Activity Expectations**
Students receive administration – community development project assignments within weeks 2 to 4 in Fall Semester.
- Field Instructor is responsible for assigning all projects / activities to meet course requirements.

**Minimum of 16 hours in administration and community development assignments:**
- Assessment of a community/organizational issue using needs assessment and asset mapping methodologies.
- Extensive involvement in at least one model of macro practice (i.e., administration, community development).
- Management: strategic planning, program design; proposal/resource development; entrepreneurial initiatives; marketing; financial management; information systems; human resource management; program evaluation; project management; and diversity.
- Developing intra/interorganizational relationships around networking or coalition building.
- Participation in a variety of committees/tasks forces/ program planning activities, including serving as an agency or unit representative.
- Analysis of agency policies, programs, systems, and processes (e.g., a management audit) with reference to effectiveness and best practices standards.
- Exposure to agency processes and systems regarding ethics and values.
- Primary responsibility for development & implementation of a special project.
- Attend and participate in administrative meetings.

**Administration Students:**
- Exposure to and involvement with
  - agency leadership models and styles
  - vision setting and implementation
  - organizational change processes and activities
  - organizational culture dynamics
  - organizational learning processes
  - supervision

**Community Development students:**
- Facilitate stakeholder meetings with the community regarding volunteer opportunities; community outreach needs and action involving the community within
areas they define as "in need".
- Meet one on one with community residents to find out what they feel community needs are, what their strengths are and how the agency and community can benefit from each other.
- Coordinate local advocacy by introducing residents to others working on the same issue and facilitate meetings between the two.
- Coordinate social change efforts within church and neighborhood groups.
- Develop relationships with small non-profits and resident run associations.
- Develop long-term plan and strategic efforts to incorporate community involvement into planning and goals of organization.
- Coordinate with other local non-profits and San Diego organizations to develop funding opportunities and facilitate a work plan for the neighborhood.
- Develop agency protocol for engaging the community in organizational decisions.
- Conduct research and gain measurable outcomes providing data for improvements in quality of life among community members.
- Work with residents to implement community change (i.e. lack of sidewalks, graffiti).
- Work with residents and business owners in the revitalization of the community as a whole.
- Develop local community leaders to play active role in agency and community leadership opportunities.

**General Internship Administration:** 3-4 hours per week includes supervision, staff meetings, projects and conferences, etc.

### Assignments

- Weekly Supervision;
- Learning Plans / Educational Contracts;
- Student Orientation Check List;
- Administration – Macro Process recordings;
- Agency-Student Site Visit;
- Student Team Project- administrative facilitation in practicum seminars;
- Student Self-Assessment and Evaluation Review
- Comprehensive Skills Evaluations.

Refer to course syllabus and comprehensive skills evaluation for detailed requirements.

### Advanced Administration-Community Development Practice

This advanced social work administration-community development field practicum consists entirely of administration content, activities, assignments, training, and supervision.

The student is expected to gain experience with a larger volume of macro practice activities, projects, and assignments, utilize management, needs assessment, and supervision models, develop increased insight and understanding of agency, organization, community, and client systems in the Administration Concentration, reflecting core-learning areas in the SW 755 Advanced field practicum curriculum.

Refer to course syllabus for objectives, competencies, outcomes, and requirements.

### Advanced Field Practicum Objectives

In the advanced field practicum, students will be required to (but not limited to), demonstrate the ability to:

- Build on the foundation of knowledge, values, and skills achieved during the first year / foundation year of generalist practice.
- Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender identity and expression, marital status, national origin, race, religion, sex, and sexual orientation.

Field Instructors will provide assignments that differ from student.

- Understand, respect and integrate social work values, NASW Code of Ethics, and legal issues regulated by and associated with social work practice and the profession.
- Understand and is knowledgeable in policies and procedures of the agency’s human resource management system, including hiring, supervision, and performance appraisal, discipline, rewards, confidentiality, affirmative action, and benefits programs.
- Use organization systems theory and contingency theory to describe agency dynamics.
 Demonstrate knowledge and critique the agency’s governance structure, e.g. strategic planning, goals, objectives, and timelines, and implementation strategies.
 Understand the agency's structure, functions and outcomes of major programs.
 Design or improve key aspects of the agency’s or program management information system.
 Assist in developing and writing a grant proposal.
 Analyzes agency and/or program data with reference to goals and measurable objectives to determine program effectiveness, and/or cost effectiveness.
 Describe and assess the agency’s policies, strategies, and programs to enhance social and economic justice for the client populations served and collaborative partnerships.
 Assists in the design and development of a new program or the refinement of an existing program, including proposal development and/or project implementation.
 Demonstrates a leadership role in a small or large task force, or other project such as a change implementation, in-service training, grant proposal, etc.
 Use communication skills and supervision in social work practice and professionally function within the structure of organizations and service delivery systems.
 Demonstrate knowledge and critique the agency’s governance structure, e.g. strategic planning, goals, objectives, and timelines, and implementation strategies.
 Describe the agency’s financial management system including major funding sources and their requirements, agency and/or program budgets, budget development, and monitoring mechanisms such as audits, agency annual reports.