San Diego State University School of Social Work
Social Work 750 Field Practicum Spring 2015
Section # 23122

Field Practicum Integration Seminar Master & Supplemental Syllabus

Instructor: Candy Elson LCSW
E-Mail: Candy.Elson@mail.sdsu.edu
Telephone: (619) 594 5144
Office: HH 117
Office Hours: Monday 9:30 to 10:30 am; Friday 10:00 am to 11:30 am or by appointment

Course Day: Monday’s
Course Time: 11:00 am to 12:45 pm
Course Location: HH 210

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

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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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.

Learning Outcomes and 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 739 Required Texts co-requisite class for SW 750 Spring 2015


Relationship with Practice Courses:
As the advanced field practicum is taken concurrently with required the practice course, 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

Evidence-Based Practice Articles:
evidence-based practice and social work field education. *Journal of Social Work Education, 42*,
377-396.

Gambrill, E. (2003). Evidence-based practice: Sea change or the emperor’s new clothes?

Cunningham, M. (2004). Teaching social workers about trauma: Reducing the risks of vicarious

disorder in those who treat the traumatized. New York: Brunner / Mazel.

Fink-Samnick, E. (2007). Fostering a sense of professional resilience. The New Social Worker,
14(3), 24-27.


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

Delegate Assembly. www.socialworkers.org

NASW, California Chapter. (March 2003). *HIPPA highlights for social workers.* Retrieved

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:

American Psychiatric Association (2013). DSM 5; Washington, D.C: Author:


The CBT Toolbox: A workbook for Clients & Clinicians, Jeff Riggenbach (2013) Premier Publishing & Media, CMI Education Institute

Evidenced Based Practice Web Sites:

- http://www.seekingsafety.org/3-03-06/studies.html#Studies%20of%20Seeking%20Safety
- http://www.motivationalinterview.org/

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. 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 website & Blackboard. [http://socialwork.sdsu.edu/field/files/2011/11/confidentiality.pdf](http://socialwork.sdsu.edu/field/files/2011/11/confidentiality.pdf)

Course Assignments/Activities/Evaluations Spring 2015:

1. **Internship Placement Tracking (IPT)** Students will maintain and report information on the department’s IPT program, a web-based program adopted by the SDSU School of Social Work in 2012. 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 website 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 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 & Time Log:**
   - Completed during Fall Semester. Any amendments or addendum completed on separate Word document. (IPT Learning Plan “Locks” after signatures are placed.)

3. **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 website, 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 due: 1. By March 31st (Spring Break). # 2 by May 1st.

4. **At least two case (per student) presentations during the semester in seminars,** including a role play in class with a partner / group demonstrating an EBP (Motivational Interviewing, Cognitive Behavioral Therapy, Family Systems Theory etc.) with an individual client and/or a family case. All students are expected to be able to present a current case summary and brief role play when requested. Preparation &
practice time will be given in class. Field faculty and peers will provide evaluation, consultation and constructive feedback on student’s demonstrated skills. A student may bring in a video tape of part of a session with a client instead of a role play in class, with appropriate releases from client/agency. Field seminar is designed to be a supportive “community of practice” where consultation can be provided and skills enhanced.

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. The paper can be organized around the seven out of the ten EPAS competencies, emphasized in field, (professional practice, ethical practice, critical thinking, diversity in practice, human rights and justice, 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 paper with their field instructor. (See guidelines at the end of the syllabus if you need more structure.)

**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 student’s 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:** *(required)* beginning in the first week of field practicum field instructors are requested 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. 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 a student misses a seminar, field faculty will assign a make-up assignment to cover material missed in class. Students are expected to email the instructor if they are unable to attend seminar due to illness or other emergency.

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) completed in fall – adapt if necessary**
- **Agency Orientation Check List – completed in fall.**
- **2 X Process Recordings (completed and reviewed with field instructor) 2 in Spring**
- **3-5 page Self-Evaluation Reflection paper – completed via IPT end Spring Semester**

**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 Spring semester students should demonstrate skills at least a the Level 2 or 3 or 4.

**Seminar attendance and participation – see role play assignments**

- **10% Seminar and Field Placement Attendance and Timeliness**
- **10% Seminar participation (see role play assignments)**

*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 “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 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 see below).

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 FOUR SECTIONS OF SW 750 (Clinical Concentration)

**Group A: Elson, Phelps sections meet on these dates:**

Jan 26; Feb 9; Feb 23 March 23; April 13; April 27th

NOTE: NO SEMINAR ON March 9 which is ALL SCHOOL MORNING FOR SOCIAL WORK MONTH.

On the following dates, ALL SW 750 Sections meet at the SAME TIME, for joint extended session in collaboration with Practice Class sections.

APRIL 20TH, 8:00 AM TO 12:45 PM **“Court Immersion- Half Day Experience.”**

MAY 4TH 8:00 AM TO 10:40 AM “Life After Graduation – Preparing for LCSW – Getting a Job – Behavioral Interviewing – Panel of Field Instructors and Grads.” Marci Siegel LCSW

**Group B: Barragan and Hernandez sections meet on these dates.**

Feb 2; Feb 16; March 2; March 16; April 20; May 4th

**Other important dates:**

FYI Important dates:

March 9th – All School Morning 8:30 to 12 noon Montezuma Hall

March 30th Spring Break

April 6th Comprehensive Exam

Monday April 20th - Lobby Days - same day COURT IMMERSION HALF DAY

Thursday May 7th Last day of field and class

Friday May 15 – Commencement - 10:00 A.M
**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>Session</th>
<th>Adv. Field Seminar Topics</th>
<th>Skill Application/Activities</th>
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| Seminar 1  
1/26/15 | Professional Identity (EPAS 1)  
Review professionalism and ethical practice  
Manded reporting – legal requirements  
“Communities of Practice”  
Importance of Self Care  
Vicarious Trauma and how to avoid burn out  
Reviewing the progress in Fall semester – planning for Spring and Graduation!  
Planning for Comp Skills Exam | Welcome Back –for Final Advanced Year semester!  
Syllabus and assignments review  
Review of skills tool kit – Motivational Interviewing – basic interviewing skills – CBT other EBP’s you are using  
Small group activity – reflective listening, self-care, expectations of the semester  
Sharing survival skills |
| Seminar 2  
2/9/15 | Ethical Practice (EPAS 2)  
Adopting a Family Relationship framework  
Origins and growth of Family Therapy  
Applying NASW Code of Ethics  
Review of legal and ethical issues working with families  
High risk issues – mandated reporting  
Assessment of families/high risk issues  
Family Dynamics | Review Genogram / Eco Map of current clients – plus own family of origin influence  
Influence of Family of Origin – characteristics of health vs. dysfunctional families  
Examples of high risk cases/legal and ethical dilemmas  
Student role plays / consultation on cases |
<table>
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<tr>
<th>Seminar 3</th>
<th>Critical Thinking (EPAS 3)</th>
<th>Case study of traumatized individuals and family system</th>
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<td>Structural Family Therapy</td>
<td>Inter-generational themes</td>
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<td>Trans-generational Models</td>
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<td>Impact of Trauma – trauma informed care</td>
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<td>ACE Studies</td>
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<td>Impact of Sexual Abuse</td>
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| MARCH 9TH  | NO SEMINAR                                                                               | ALL SCHOOL DAY IN HONOR OF SOCIAL WORK MONTH          |

<p>| Seminar 4  | Engage, Assess Intervene (EPAS 10)                                                      | Video clip of family therapy                         |
| 3/23/15    | Application of Family Therapy Concepts                                                  | Role play demonstration of family therapy session – ex. parent and child – demonstration of family therapy technique |
|            | Family Therapy Practice Models – Skill Application                                       | Treatment Planning for families                      |
|            | Examples:                                                                               | Working with mandated families – Child Welfare system |
|            | Psychoanalytic/Bowen/Structural/Experientian                                             | Little Miss Sunshine” or other movie clip – family systems / dynamics |
|            | Family Systems and Techniques – semester review – family theories covered in Practice Class | “The Savages” movie                                  |
|            | Examples of Family Systems: Families with aging family members, caregiver issues, multiple generation families | Student role plays                                   |
|            |                                                                                         | Family systems vs. “the identified patient”.          |</p>
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<tr>
<th>Seminar 5</th>
<th>Engage, Assess Intervene (EPAS 10) continued:</th>
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<tr>
<td>4/13/15</td>
<td>Application of Family Therapy Concepts</td>
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<td>Family Therapy Practice Models – Skill Application</td>
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<td>Examples:</td>
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<td>Diverse family systems – cultural aspects</td>
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<td>Treatment Planning for families</td>
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<td>Movie clips – family systems / dynamics</td>
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<td>“The Savages” movie</td>
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<td>Family systems vs. “the identified patient”</td>
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<td>Family Therapy and LGBTQ (Brandell (2011) Ch. 21 and 22.</td>
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| April 20TH |
| 8:00 AM TO 12:40 PM |
| COURT IMMERSION  |
| ALL SW 750 STUDENTS |
| Room TBA |
| Review case before class |

| Preparation for testifying in court as a social worker |
| Objectives: |
| Students will have a basic understanding of the court process |
| Students will have an understanding of the role of a social worker in court |
| A mock trial will be held with student participants and outside guest experts |
### Seminar 6

**4/27/15**

**Diversity in Practice (EPAS 4)**
- Family Development and special populations
- Gender, Culture and Ethnicity in Family Functioning
- Family assessments & intervention
- Family Culture, strengths, family roles, boundaries & communication
- Cultural diverse families, gender, sexual identity -
- Understanding disparities in access to healthcare & other services among under-served populations – African American, Latino/Hispanic, Asian Pacific Islanders, Native Americans & LGBT

**Cultural competence vignettes**
- Examples from internships
- Role play & small group work
- Opportunity to reflect, process, terminate with peers
- Reflections on MSW
- Importance of Self Care

### 5/4/15

**Joint class with Practice Class**

**All SW 750 8:00 AM TO 10:40 AM**

**Life After Graduation**
- Preparing for job search
- Behavioral Interviewing
- Developing a professional resume
- The importance of networking/staying in touch with peers
- Preparing for licensure/ navigating BBS (Board of Behavioral Science)
- Termination with clients, agency & your fellow social work peers
- Developing a professional resume

**NOTE:**

**SW 739 ALL SECTIONS WITH ALL FINAL YEAR STUDENTS**

Barragan / Hernandez

**11 AM SEMINAR MEET FOR WRAP UP**

Held after joint meeting.