I. COURSE PREREQUISITES

Concurrent enrollment: SW 483 Generalist Social Work Practice

II. DESCRIPTION

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

III. COURSE DESCRIPTION

SW 489 Field Practicum Integration Seminar is organized as a small group educational experience intended to last two semesters (SW 489 in Fall and Spring semesters). This course provides students an opportunity to engage in critical thinking, discussion, and exploration of theory, practice, policy, and field practicum experiences. Throughout the course, students have an opportunity to integrate the academic knowledge and values taught in foundation 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. This seminar also provides an opportunity for self-care and mutual support for students as they juggle the multiple demands of academic classes, 16 hours of field practicum, homework and “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 socialization into the field and offers early intervention and support for issues and challenges. SW 489 consists of two components, field practicum hours completed at the agency and field seminars.
IV. COURSE OBJECTIVES

THE INTEGRATIVE LEARNING FOR SOCIAL WORK PRACTICE COURSE (SW 489) WILL:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>1</td>
<td>Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker and the values and mission of the profession.</td>
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<tr>
<td>2</td>
<td>Provide the student with an opportunity for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students’ field work experiences with clients.</td>
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<td>3</td>
<td>Provide opportunities for students to increase awareness of culturally relevant and competent services. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients.</td>
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<td>4</td>
<td>Apply and integrate the theoretical foundation course materials (practice, human behavior, policy) with emphasis on a systems paradigm and person-in-environment framework with practice skills.</td>
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<td>5</td>
<td>Offer opportunities for students to develop core practice skills underlying social work service to individuals and the systems that impact them. The course will also demonstrate major concepts to support the treatment process, integrating and applying the knowledge and values taught throughout the foundation year curriculum. Students will become competent in case conceptualization and completing psycho-social assessments.</td>
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V. COURSE FORMAT / INSTRUCTIONAL METHODS

Four primary instructional methods will be used in the course: (1) Critical discussion, interaction and transaction among the instructor and students; (2) Interactive and experiential exercises; (3) Didactic presentation by the instructor; and (4) Student reflection. Open and honest participation in class discussion and activities is essential in the development of self awareness, professional identity, and the appropriate use of self in practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies. In addition, because this course is designed to “integrate” knowledge, values, skills, and practice”, all ten of the core competencies will be incorporated in the clinical case discussions.
The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

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<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SW 489</th>
<th>Course Objective</th>
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<tbody>
<tr>
<td>1 Professional and Ethical Practice</td>
<td>*</td>
<td>1</td>
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<tr>
<td>2 Diversity and Difference in Practice</td>
<td>*</td>
<td>2</td>
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<tr>
<td>3 Social Justice and Human Rights</td>
<td></td>
<td>1-5</td>
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<td>4 Research Based Practice</td>
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<td>1-5</td>
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<td>5 Policy Practice</td>
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<td>6 Engagement</td>
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<td>7 Assessment</td>
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<td>8 Intervention</td>
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<td>9 Evaluation</td>
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<td>4 &amp; 5</td>
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* Highlighted in this course

**Professional Identity**—Identify as a professional social worker and conduct oneself accordingly.

Social workers competent in Professional Identity:

- Serve as representatives of the profession, its mission, and its core values.
- Know the profession’s history.
- Commit themselves to the profession’s enhancement and to their own professional conduct and growth.

1. Practice personal reflection and self-correction to ensure continual professional development.
2. Attend to professional roles and boundaries.
3. Demonstrate professional demeanor in behavior, appearance, and communication.
4. Use supervision and consultation.

Method of Assessment:
- Course Participation (In-Class Role Plays, Activities, and Oral Presentations)
- Assignment 1 and Assignment 2
- Learning Plan, Self Evaluation and Comprehensive Skills Evaluation
**Ethical Practice**—Apply social work ethical principles to guide professional practice.

Social workers competent in Ethical Practice:

- Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.
- Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

| 5. Recognize and manage personal values in a way that allows professional values to guide practice. |
| 7. Apply strategies of ethical reasoning to arrive at principled decisions. |

| Course Participation (In-Class Role Plays, Activities, and Oral Presentations) |
| Assignment 2 and Assignment 3 |
| Learning Plan, Self Evaluation and Comprehensive Skills Evaluation |
Diversity & Difference in Practice—Engage diversity and difference in practice.

Social workers competent in Diversity in Practice:

- Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.
- Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Informed Research and Research Informed Practice—Use

- Recognize that culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Gain self-awareness to lessen the influence of personal biases and values in working with diverse groups.
- Recognize and communicate understanding of the importance of difference in shaping life experiences.

Course Participation (In-Class Role Plays, Activities, and Oral Presentations)

Assignment 1 and Assignment 3

Case Discussion:

Learning Plan, Self Evaluation and Comprehensive Skills Evaluation

- Engage in critical analysis of quantitative and qualitative research methods and research findings.
- Practice experience to inform scientific inquiry and research.

Social workers competent in Research informed practice:

- Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.
- Use and translate research findings to inform and improve practice, policy and service delivery.
- Understand that research requires the synthesis and analysis of relevant information.

**Policy Practice**

- Understands how social welfare policy affects the delivery and access to social services

12. Demonstrate a beginning level of effective oral and written communication in working with individuals to collect data to inform basic research questions.

13. Critically analyze and promote policies that advanced human rights and social and economic justice.

14. Collaborate within and across disciplines for effective policy action
Engage, Assess, Intervene, Evaluate — 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.

- Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals
- Using research and technological advances
- Evaluating program outcomes and practice effectiveness
- Developing, analyzing, advocating, and providing leadership for policies and services
- Promoting social and economic justice

15. Engagement:
Use empathy and other interpersonal skills.
Develop a mutually agreed-on focus of work and desired outcomes.

16. Assessment:
Collect, organize, and interpret client data.
Assess client strengths and limitations.
Develop mutually agreed-on intervention goals and objectives.
Select appropriate intervention strategies.

17. Intervention:
Initiate actions to achieve organizational goals.
Help clients resolve problems.
Negotiate, mediate, and advocate for clients.

18. Evaluation: Critically analyze, monitor, and evaluate interventions.

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Credit/No Credit</th>
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<tbody>
<tr>
<td>Assignment 1: Learning Plan including Safety in Social Work Practice</td>
<td>10/8/15</td>
<td>Credit</td>
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Each of the assignments is described below.

**Assignment 1**

Assignment 1 is completion of the Learning Plan including an analysis and application of the student’s field agency policies regarding safety both within the agency and in the community. Students will summarize their findings in a brief (2-3 minutes) oral presentation to the class and completion of Learning Plan on IPT.

**Due:** Learning Plan and Safety Assessment due and submitted on IPT by 10/8/15

*This assignment relates to student learning outcomes 1-9.*

**Assignment 2**

Assignment 2 requires the student to identify the macro project that they will be completing at their agency during the semester. This should include a brief needs assessment or asset map of the community where the agency is located. Students are asked to explore and link particular policies to this assessment. Example: Health Care Reform; Realignment; Guidelines for possible macro projects, administrative or community organizing are listed in appendix. Students will present the plan for their macro project to the class in short oral presentation (Max: 5 minutes).

**Due:** 10/22/15

*This assignment relates to student learning outcomes 5-12, 14, and 15.*

**Assignment 3**

Assignment 3 requires students to engage in self reflection and demonstrations of knowledge, values, and skills related to the core competencies in field seminars and in field practicum as measured by class participation, oral presentations, role plays and assigned chapter exams.
Due: Ongoing - This assignment relates to student learning outcomes 1-16.

Assignment 4: Assignment 4 is the completion of 2 process recordings and Self-Assessment Reflection paper.

Process recordings completed, turned in and discussed with field instructor: # 1 by 10/22/15; # 2 by 11/19/15. More information about process recordings in Appendix.

Self-Assessment Due 12/3/15. Self-Assessment is a 3-5 page assessment written by the student evaluating their growth at the end of the each semester. Guidelines for the reflection paper will be posted on blackboard.

This assignment relates to student learning outcomes 1-16

Class Participation

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed required and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts / feelings / experiences appropriately, and demonstrate understanding of the material.

Additional Expectations and Guidelines

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation.

Expectations:

1. Students are expected to attend all seminars and do the assigned readings from their practice and other foundation classes, be prepared to discuss them in class, and complete all assignments on time.
2. Students are encouraged to share readings gleaned from their field placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: Use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the seminar.
4. Active participation is required of all students and will be considered in your final evaluation.
5. Students are expected to be respectful of the group process; no use of cell phones, texting, tablets or computers during class.
6. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
7. Periodic evaluation of the seminar experience will be conducted. Students will be asked to complete an evaluation at the end of the semester.
Guidelines for class discussion:

Much of the seminar content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the field seminar.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in “I” terms: “I think,” “I believe,” “It’s been my experience that,” etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to listen to one another with respect. We also understand that points may arise on which we do not agree.
5. We want you to take home whatever you learn here. However, personal and client information shared in seminar is confidential.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, work at increasing your contribution. We’re here to learn from each other. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This seminar’s content is shared by each member’s contributions to the class discussion.
8. This is a setting where social work values need to be implemented including respect and tolerance of differences.
9. The NASW Code of Ethics is an academic standard at the School of Social Work and should guide students in maintaining professionalism in field seminar and their practicum. Please familiarize yourself with the NASW Code of Ethics. Summary is provided at the end of this syllabus.

Course Grading

Class is graded Credit/No Credit (CR/NC) based on satisfactory completion of the following:

- Attendance at all seminars is expected. If you are ill or unable to attend due to an emergency, please inform field faculty ahead of time. A 3-5 page written make up assignment will be assigned at the discretion of the instructor. If you miss more than two classes, you are in danger of failing this class.

- All assignments must be completed to receive a grade of CR.

- 240 hours of field placement with passing grades on the comprehensive skills evaluation

Required Textbook

(Instructor Note: With My Social Work Lab package.

You can purchase “My Social Work Lab” and an ECOPY of the book text from the bookstore.

If you purchase the hard copy of the book from the book store “My Social Work Lab package” comes “free”. You need to buy the new edition to get the “my social work lab” package. i.e. old editions on Amazon, won’t have “My Social Work Lab”

The online teaching and learning environment provided by the University’s Blackboard Academic Suite will also be used for posting documents.

INTERNSHIP PLACEMENT TRACKING IPT

The Intern Placement Tracking (IPT) system is a web-based practicum monitoring system designed to keep track of students placed in internship programs with various agencies. This is the first year that SDSU School of Social Work is using IPT. The SDSU School of Social Work implemented IPT in order to more effectively track student placements while providing students a valuable tool to research field agencies. IPT also provides a paperless solution for tracking and archiving online field forms. All forms will be completed and submitted electronically. The IPT system allows both SDSU and field agencies to communicate with students working in practicum. Because of this, it is essential for students & field instructors to keep all information current. Please become familiar with this system and contact Angela Albert or your assigned field faculty with any questions – aalbert@mail.sdsu.edu; swfield@mail.sdsu.edu

GETTING STARTED WITH IPT - IPT website is located at https://www.alceasoftware.com/web/login.php. Please bookmark this page for easy reference.

The full tutorial on how to use IPT is located on the school of social work web site http://socialwork.sdsu.edu/field/
Course Schedule—Detailed Description

Seminar 1: Introduction to Integration Seminar and the Field Practicum Experience – all sections meet together on campus GMCS 308

Thursday August 27

Topics:
- Everything you need to know about field
- My Social Work Lab
- IPT
- The professional use of self / self-care
- Each section meets separately please mark your calendars!

Required Readings:

SW 489 Syllabus


Seminar 2: The Partnership with Social Service Agencies

Getting Started

Sept 10

Topics
- Class introduction / ice breaker
- Professional development and consultation – maximizing supervision
- Student Field Expectations
- Engaging with the agency and your Field Instructor
- Developing a learning contract
- Evaluation

Required Readings

Seminar 3:
Ethics and Values in Social Work Practice
Practicum Learning Tools

Learning new roles

- Professional development and consultation
- Professional values and ethics—NASW Code of Ethics
- Potential conflicts between professional and personal values and ethics
- Professional development and consultation
- The orientation check list, learning agreement, and comprehensive skills evaluation tool
- Process recordings
- Keeping Safe: Yourself, Clients & the Agency
- Working with clients, agency, and the community

Social work practice and the law
  ▼ Mandated reporting / risk assessments

Required Readings


Recommended Readings


Seminar 4: Contexts in Which Social Workers Operate

Topics
■ Student Roles
■ Scope of practice
■ Agency Recordings

Required Readings

Seminar 5: Client Systems: The Recipients of Service

Topics
■ Professional development and consultation
■ Examples of engagement in the field
■ Client-centered communication: Verbal and non-verbal communication skills
■ Defining culture
■ Working with diverse populations
■ Engaging clients
■ What is Macro Practice

Required Readings

Recommended Readings

Seminar 6  Acquiring Needed Skills  Nov 5

Topics
- Professional development and consultation
- Implementing a Strengths-based assessment
- Setting goals with clients
- Use of Process Recordings
- Child Abuse Reporting
- Recognizing and dealing with suicidal clients

Required Readings

Recommended Readings

Seminar 7: Acquiring Needed Skills (cont.)  Nov 19

Topics
- Professional development and consultation
- Implementing a Strengths-based assessment
- Setting goals with clients
- Use of Process Recordings
- Child Abuse Reporting
- Recognizing and dealing with suicidal clients
- Termination and transferring cases

Required Readings
Topics
- Legal and ethical dilemmas
- Case Discussions
- Wrapping up the semester in the agency and with your Field Instructor
- Course reflection
- Evaluations
- Planning for Spring Semester

Recommended Readings


Appendix, Policies and Guidelines

### VIII. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Additionally, students may be asked to write a 3-5 page paper on the assigned topic of the seminar day if an absence is unexcused. Students are expected to notify the instructor by email [Kathleen.Phelps@mail.sdsu.edu](mailto:Kathleen.Phelps@mail.sdsu.edu) of any anticipated absence or reason for tardiness.
SDSU School of Social Work policy permits students to be excused from class for the observance of religious holy days. Students must make arrangements in advance to complete class work which will be missed, due to holy days observance.

**IX. Statement on Academic Integrity**

SDSU seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty.

Additionally, it should be noted that violations of academic integrity are not only violations of SDSU principles and policies, but also violations of the values of the social work profession.

**X. Statement for Students with Disabilities**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Statement about Incompletes**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official “Incomplete Completion Form.” Students must complete 70% of field hours to be eligible for an incomplete.

**XI. Policy on Late or Make-Up Work**

Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If an assignment is late without permission, the grade will be affected.

**XII. Policy on Changes to the Syllabus and/or Course Requirements**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.
XIII. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human well being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well being in a social context and the well being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Professional boundaries and Confidentiality of Colleagues / Limitations to confidentiality

**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.
**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:

“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)

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 Director of Field Education about the concerns.

**XIV. Complaints**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the Director of Undergraduate Field Education, Kim Archuletta.

**Tips for Maximizing Your Learning Experience in this Course**

- Be mindful of getting proper nutrition, exercise, rest and sleep!
- Come to class.
- Attend your internship each week
- Complete readings and assignments before coming to class.
- Come to class prepared to ask any questions you might have.
- Participate in class discussions.
- If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
ADDITIONAL INFORMATION AND RESOURCES – FURTHER INFORMATION POSTED ON BLACKBOARD.

1. Students should keep track of their field hours each week in a time log. Any hours missed due to sickness or university holiday need to be made up by the student at another time, so try to plan for the whole semester if your regular internship days fall on a school Holiday.

2. Students should have one hour of individual face to face supervision each week. Group supervision is a supplement and not a substitute for individual supervision.

3. Field faculty will conduct a site visit in the Fall semester at the students agency to meet with the student and field instructor. This usually takes place in October and November. Occasionally the site visit will take place in the spring semester.

MORE DETAILED INFORMATION ON POLICIES ABOUT THE FIELD PRACTICUM ARE AVAILABLE IN THE FIELD MANUAL WHICH IS LOCATED ON THE SCHOOL OF SOCIAL WORK WEB SITE.  http://socialwork.sdsu.edu/field/

XVII IDEAS FOR MACRO PROJECTS – SEE FULL ARTICLE BY MARIA DEGENARRO and COMMUNITY DEVELOPMENT IDEAS ON BLACKBOARD. 25% OF FIELD HOURS SHOULD BE DEVOTED TO MACRO ACTIVITIES.

“Macro practice is the application of generalist practice skills in a macro (organizational or community) context to pursue planned change on behalf of a macro client system.” (Kirst-Ashman 2001)

Meeting analysis
Trainings
Policy Brief
Needs Assessment
Public Relations
Review Agency Policies and Procedures
Project Development
Operations Review
Networking
Staff Development

Evaluation

Technology

Cultural Competence or Trauma Informed Assessment

Community Development

**XVIII PROCESS RECORDINGS – MINIMUM OF TWO REQUIRED EACH SEMESTER – TO BE DISCUSSED WITH FIELD INSTRUCTOR. THEY DO NOT NEED TO BE TURNED IN TO FIELD FACULTY.**

I. What is a Process Recording?

A process recording is a written record of an interaction with a client.

II. Why are Process Recordings required?

Process recording is a major learning tool in social work. Social work is unique in its use of process recording to teach intervention skills. Because in social work the practitioner’s major tool is one's self and one's ability to interact effectively with clients and other professionals, training must focus on the interactive skills necessary to be effective. Process recordings require that the student attend to interactions on a level not required by verbal review or theoretical analysis. They encourage integration of the multiple levels of learning that a student is exposed to in field and class. Finally, they allow for close oversight of students' work by both agency and school.

III. What do you learn from them?

A. To pay attention
B. To be aware of your own experience
C. To describe behavior, affect, content and recognize its significance
D. To analyze your responses and those of your clients
E. To recognize the consequences of an intervention
F. To develop the ability to intervene purposefully

IV. How do you learn from them?

A. Writing a process recording allows you to pay attention and to reflect on and analyze your own work
B. Reviewing process recordings with your field instructor allows you to identify learning patterns, access your field instructor’s factual and clinical knowledge and experience, recognize results of interventions
V. What is appropriate to process in a recording?

A. A face to face session with an individual client  
B. A telephone contact with a client  
C. A brief interaction in a waiting room, hall, community room, etc. with a client  
D. A group session  
E. A contact with a family member or a family meeting  
F. A contact with a service provider

VI. Elements of Process Recordings

All process recordings must contain certain elements.

A. Identifying pertinent information: The student's name, date of the interview and the client's initials of identifying number (remember: always disguise client name to protect confidentiality). It is helpful to state who was present during the contact and the number of the interview (i.e., "Fourth contact with Mrs. S; Mrs. S and Johnny were present"). On a first contact, it may also be helpful to include name and ages of the client system under consideration.

B. Objectives for the interview. Briefly state whether there are any specific goals to be achieved, the nature of the referral, the nature of the initial or presenting issues, the student's plans, and the client's agenda.

C. A word-for-word description of what happened as well as the student can recall. It is OK to use a section of the interview, not necessarily the total time.

D. A description of any action or nonverbal activity that occurred.

E. The student's feelings and reactions to the client and to the interview as it took place. This requires the student to put in writing unspoken thoughts and reactions as the interview is going on. (E.g., "At this point I began to feel uneasy. I was a little frightened and wondered what to do next.")

F. The student's observations and analytical thoughts regarding what has been happening during an interview. (E.g., "I wondered what would happen if I said such-and-such. I chose not to but I wondered whether I should have raised it," or "Mrs. S. said she felt happy but this seemed to contradict what she said earlier. I didn’t think she looked very happy so I asked her to explain further.")

G. A summary of the student's impressions. This is a summary of the student's analytical thinking about the entire interview.


I. Identification of questions for field instruction. This provides the student with the opportunity to build upon their ability to become autonomous workers.
VI. Models of Process Recordings

A. There are a variety of models of process recordings, all of which are useful. Each has its own advantages and disadvantages.

B. In the SDSU Field web site, the model used is the narrative/verbatim model.

C. Students should use whatever model is suggested by their field instructors.

D. The model you use may change as your learning needs change. As you progress, your field instructor may suggest audio or video taping as well.

Any questions about recordings should first be addressed to your field instructor then to your field advisor.


Thanks to Omar Lopez and USC San Diego Campus field faculty for sharing resources for foundation year syllabus aligned with 2008 EPAS. SDSU is also now using the same evaluation instrument, Comprehensive Skills Evaluation as the Los Angeles Schools of Social Work Consortium.