

**SW 596A/B: Foundation Field Education I and II
Fall & Spring**

Instructor:

Telephone:

Office:

E-mail:

Office Hours:

Catalog Description:

For SW 596A Corequisite: SW 500 or SW 570. First of two semesters of supervised agency practice. Develops basic skills with individuals, families, groups, and communities. Includes weekly integrative seminar which utilizes group process to support practice competencies, professional development, self-awareness, ethics, and problem solving in a multicultural context. Credit/No credit grading only.

For SW 596B: Prerequisite: SW 500, SW 596A; corequisite: SW 570 or SW 592. Second of two semesters of supervised agency practice. Develops basic skills with individuals, families, groups, and communities. Includes weekly integrative seminar which utilizes group process to support practice competencies, professional development, self-awareness, ethics, and problem solving in a multicultural context. Credit/No credit grading only.

Course Description:

SW 596A/B is a two-semester field education course. Students attend a two-hour weekly seminar, and fulfill 16 hours in a supervised practice experience internship in a community social service agency or allied setting over the fall and spring semesters for a minimum of 500 hours.

Foundation Field Education is an integral part of the MSW program. This course has two components: an on campus seminar that meets weekly with a seminar instructor/liaison, and an off-campus internship in an approved social service agency under the supervision of a field instructor. The seminar is designed to provide students with the opportunity for discussion, reflection, and critical analysis of their internship experiences. It supports the integration of theoretical material learned in the classroom with practice behaviors demonstrated in the internships. Through the use of group process, students will explore themes such as the value base of the profession, self-awareness, how our past and present context may impact our practice, competent practice, advocacy, and multicultural perspectives. The seminar also provides an opportunity for students to experience a professional support group: to share concerns and educational difficulties, problem-solve, and encourage professional growth.

The second component is an internship experience with a community-based agency identified by the School's field faculty. Students are assigned to an agency for a minimum of 500 hours for the academic year. They are involved in agency assignments using a variety of formats such as remote, hybrid (remote/in-person) or in-person 16 hours/week and supervised by a graduate-level social worker.

Course Objectives:

Upon successful completion of the foundation year of field education, it is expected that students will be able to:

1. Identify as a professional social worker and exhibit conduct accordingly.
2. Perform a variety of social work roles as appropriate to field placement and demonstrate generalist practice skills across the range of practice levels: micro, mezzo, and macro.
3. Critique and reflect on their field education experience, both conceptually and from a direct practice experience.
4. Analyze their own identities, values, attitudes, ethics, behaviors and positionality to increase their competence as professionals and to understand the impact on their professional role.
5. Apply participation in a professional support group to the discussion and resolution of concerns and educational difficulties, and for an understanding of group process and their own contribution.
6. Identify macro social work practice issues that impact agency services to clients, such as legislative and policy decisions, ethical dilemmas, reduced budgets, and staffing shortages.
7. Integrate skills related to persons in environment, with a focus on at-risk and oppressed populations in a multi-cultural society, with attention to gender, age, socio-economic status and especially poverty, ethnicity, sexual orientation, spirituality, and physical ability.
8. Demonstrate advocacy for social and economic justice for at-risk and oppressed populations in a multi-cultural society, with attention to gender, age, socio-economic status and especially poverty, ethnicity, sexual orientation, spirituality, and physical ability.
9. Demonstrate the advantages and process of seeking and providing professional consultation.

Course Format - Professional Expectations

Course policies: The NASW Code of Ethics should guide students' interactions with one another, course instructors, field instructors, agency personnel, agency clients, and all other program affiliates who support the students' educational process. Students are accountable as representatives of their agency, their University, and the social work profession.

Students are expected to abide by the rules and procedures of their placement agencies. All university policies, rules, and regulations that govern student behavior in the on-campus seminar classroom also apply to the field internship. It is critically important that client confidentiality be maintained. Under no circumstances will a student reveal the name of a client or provide descriptive information that might identify a client.

Students are expected to review the **CSULB School of Social Work *Graduate Field Education Manual*** for a description of field education policies, procedures, and personnel. Students are responsible for following the policies and procedures outlined in the Manual.

Immediate Assistance: The School of Social Work recognizes that field internships may require the need for immediate assistance from a CSULB field faculty representative. Each month, Long Beach campus field faculty creates a Faculty On Duty (FOD) calendar. Each workday, one field faculty is designated as the “FOD.” All full-time field faculty have voicemail directing callers to a designated administrative support person (562.985.2270), who has the FOD calendar, so the appropriate FOD may be contacted if needed. If the designated administrative support person is not available, calls are directed to the School of Social Work main office (562.985.4616), which also has the FOD Calendar. Students and field instructors should receive responsive contact from a field faculty member, as needed, by calling their liaison or the School office.

Course Requirements

This course requires the successful completion of both the field internship and the integrative seminar. The assigned grade is based upon the student’s attendance and performance in both. For both fall and spring semesters, students must achieve a grade of Credit for each assignment in order to achieve a grade of Credit for the entire course. A grade of No Credit for any assignment will result in a student achieving a grade of either No Credit or Incomplete for the course.

Field Internship

The student will complete a minimum of 500 hours in a field placement in a public or private human service organization in the fall and spring semesters. Each placement agency has an affiliation agreement with the school and has been approved by the field faculty. The student will perform activities that are aligned with their Learning Agreement, which is developed in conjunction with their field instructor.

Field Seminar

Seminar Format: Group discussion and participation are expected from each student in this student-driven seminar. While field education experiences and settings will be different among students, students are expected to learn from each other. Confidentiality must be observed regarding all client material discussed, as well as personal information shared during seminar.

Seminar Participation: Absence affects the group’s cohesion and process. Students are accountable to each other and to the liaison/seminar instructor for the success of the seminar. **Students are expected to be on-time and attend all seminar meetings. A pattern of lateness or absences will impact the student’s success in field education.** If the student misses more than one seminar in a semester, s/he will be required to do an assignment for any subsequent absence.

In the event that a class is missed, students are expected to notify the liaison/seminar instructor by phone or email as soon as they are aware that some special circumstance precludes their attending. If an emergency or illness occurs, the liaison/seminar instructor should be contacted as soon as possible after the missed seminar. Contact should be made with the liaison/seminar instructor directly by phone or email; messages or information should not be passed through other students.

Required Resources (in lieu of textbooks):

Council on Social Work Education (CSWE) (2015). *Educational policy and accreditation standards*. Retrieved from <http://www.cswe.org/File.aspx?id=13780>.

CSULB, School of Social Work (2020). *Graduate field education manual*. Long Beach, CA

CSULB, National Association of Social Workers (2017). *NASW code of ethics*. Washington, DC: NASW.

Course Schedule

Date	Week	Topic	Assignment
Fall Semester	1-5	<p>Activity: Professor Storytelling</p> <ul style="list-style-type: none"> • Group formation, review MSW Lab, syllabus, Field Calendar, Graduate Field Education Manual, roles of Field Liaison, Field Instructor, Preceptor, field expectations, Q & A's • Learning agreement and social work competencies <p>Activity: Student Storytelling/catching: How do you self-identify including race, culture, religion, etc.?</p> <p>Activity: Role or impact your identity may play as a professional social worker?</p> <ul style="list-style-type: none"> • Preparation phase of working with individuals, groups, agencies, communities – building professional relationships, entering agencies, contexts of community and target population, personal safety, cultural sensitivity • Agency mission, intern role, use of supervision, professional use of self <p>SSW PE 1.4 PRACTICED</p> <p>Activity: What values would you draw on in realizing your vision of social justice work?</p> <ul style="list-style-type: none"> • Professionalism, negotiating boundaries, introduction to the Code of Ethics • Self-awareness, EBR purpose and use as a tool for competent practice. 	Journal
	6-10	<ul style="list-style-type: none"> • Group process – sharing concerns, reflections, learning from field <p>SSW PE 4.1 PRACTICED</p> <p>Activity: Class discussion re: movie 13th. (Watch outside of class.)</p> <p>https://www.youtube.com/watch?v=krfcq5pF8u8&t=18s</p>	Journal Education-based Recording Log

		<ul style="list-style-type: none"> • Preparation, scheduling for agency profile presentation; exploring our agencies and communities – our contexts • Engagement – rapport, feeling words, verbal/non-verbal communication, cultural sensitivity, self-disclosure, active listening <p>SSW PE 6.1 PRACTICED Activity: Think about specific aspects of your identity. How will/have they assisted or challenged your relationships with clients?</p> <ul style="list-style-type: none"> • Beginnings – introductions, self-disclosure, describing purpose, orienting, discussing policies and (limits of) confidentiality. • Informed consent, reporting requirements • Professional communication, documentation 	
	11-15	<p>Activity: Brave Space video https://www.youtube.com/watch?v=-steUUdTVuE</p> <ul style="list-style-type: none"> • Group process - sharing concerns, reflections, learning from field, process field conferences, evaluation of group process, preparation for Winter Break. • Exploring, assessing, contracting skills across all levels of practice – strength-based assessment; reflecting feelings, content, meaning; partializing; gathering and organizing descriptive information; goal-setting. • Preparation for choosing a specialization area – social work roles, settings, skills across all levels in Child & Family Well-being, Integrated Health, and Adulthood & Aging • Concepts of transference/counter-transference • Ethics – value difference, value conflict, ethical dilemma • Evaluation – by self, by field instructor, of seminar, and final paper 	<p>Journal</p> <p>Education Based Recording Log</p> <p>Agency Profile Presentation</p> <p>Self-Assessment and Evaluation Review</p>
Spring Semester	1-5	<p>Activity: Wheel of Positionality - reflections on the multiple facets of your positionality. What are some identities and experiences that shape your positionality?</p> <ul style="list-style-type: none"> • Re-engage in group process – moving to the middle phase • Review/revise learning goals/agreement for spring, course expectations, calendar, process 	Journal

		<p>for being referred to 2nd year placements, advancement to candidacy forms</p> <p>Activity: In what ways might your positionality shape the helping relationship and process of change?</p> <ul style="list-style-type: none"> • Preparation/scheduling presentation exercise • Middle phase of working with clients – educating, advising, reframing, confirming, confronting, reviewing. • Dealing with challenging situations. • Use of self – assertiveness, providing feedback, reflection 	
	6-10	<ul style="list-style-type: none"> • Integrating theories of personality and human development, modalities of intervention, spirituality, into our practice <p>Activity: Exploring the concept of Critical Reflection. What are you learning that challenges your thinking about social work and yourself as a new social worker?</p> <ul style="list-style-type: none"> • Explore and demonstrate aspects of critical thinking and judgment • Ethical dilemmas, value conflicts, legal issues in the field <p>SSW PE 3.1 PRACTICED</p> <p>Activity: Take a Stand</p> <ul style="list-style-type: none"> • Cultural relevance and humility • Social justice, human rights, civil rights – relationship to practice across all levels of practice • Case/agency presentations and evaluations 	<p>Journal</p> <p>Education based Recording Log</p>
	11-15	<ul style="list-style-type: none"> • Group process – moving towards termination • Transition/termination – with clients, agencies, classmates • Case/agency presentations and evaluations • Interpersonal and professional relationships, challenges of the profession, staying motivated and creative in the profession, self-care. • Revisiting the Learning Agreement and CSE – self-evaluation of skill gained in 1st year; receiving feedback. • Celebrating endings – seminar evaluation, instructor evaluation, agency evaluation. 	<p>Journal</p> <p>Education Based Recording Log</p> <p>Case/learning Presentations</p>

Assignments and Examinations

Assignment	Points	Weight
Field Experience		
<p>Field Conference</p> <p>The Field Liaison/Seminar Instructor will schedule one in-person conference in the fall semester with the field instructor and the student for the purpose of discussing the student’s assignments and performance. Additional contacts will be made as needed. In the spring semester there will be at least one check-in call or email with the field instructor to assess student progress.</p>	Credit/ No Credit	
<p>Interim Progress Report (IPR)</p> <p>This report is an evaluation of the student’s progress in the field internship. The report is completed by the field instructor and signed by both the student and the field instructor. This report is due to your Seminar Instructor each semester (fall and spring) no later than October 17, 2020 (fall semester) and March 6, 2021 (spring semester).</p>	Credit/ No Credit	15%
<p>SSW PE 1.1 ASSESSED</p> <p>SSW PE 1.3 ASSESSED</p> <p>SSW PE 2.1 ASSESSED</p> <p>SSW PE 2.3 ASSESSED</p> <p>SSW PE 3.1 ASSESSED</p> <p>SSW PE 3.3 ASSESSED</p> <p>SSW PE 4.1 ASSESSED</p> <p>SSW PE 5.1 ASSESSED</p> <p>SSW PE 6.1 ASSESSED</p> <p>SSW PE 6.4 ASSESSED</p> <p>SSW PE 7.1 ASSESSED</p> <p>SSW PE 8.1 ASSESSED</p> <p>SSW PE 9.1 ASSESSED</p> <p>Learning Agreement/Orientation Checklist/Comprehensive Skills Evaluation (CSE)</p>	Credit/ No Credit	25%

Assignment	Points	Weight
<p>(CSE) Learning Agreement/Orientation Checklist/Comprehensive Skills Evaluation (CSE) <i>Learning Agreement/Orientation Checklist/Comprehensive Skills Evaluation</i> (CSE) <i>Learning Agreement/Orientation Checklist/Comprehensive Skills Evaluation</i> (CSE) Learning Agreement/Orientation Checklist/Comprehensive Skills Evaluation (CSE) Learning Agreement/Orientation Checklist/Comprehensive Skills Evaluation (CSE)</p> <p>This one document contains three components. First, the Learning Agreement is designed to provide a structured but individualized plan for the first-year field education experience, based on the student’s learning needs, field activities, goals and objectives. Second, the Orientation Checklist outlines what topics should be covered when a student is oriented to her/his placement agency. Third, the CSE is completed by the field instructor at the end of the fall and spring semesters. The evaluation must be reviewed with the student and signed by the student and the field instructor. A grade of Credit/No Credit is achieved for this component of the course. The Learning Agreement is due October 10, 2020. The Comprehensive Skills Evaluation is due via Qualtrics during fall semester no later than December 12, 2020 and spring semester no later than May 8, 2021.</p>		
Fall Semester Graded Assignments		
<p>Learning Agreement/Orientation Checklist Learning Agreement/Orientation Checklist Learning Agreement/Orientation Checklist Learning Agreement/Orientation Checklist Learning Agreement/Orientation Checklist <i>Learning Agreement/Orientation Checklist</i> Learning Agreement/Orientation Checklist Learning Agreement/Orientation Checklist</p> <p>The Learning Agreement is designed to provide a structured but individualized plan for the first-year field education experience, based on the student’s learning needs, field activities, goals and objectives. Activities should be reviewed and can be amended at any time. The Learning Agreement must be completed and signed by both the field instructor and the student. A copy of the Learning Agreement/Orientation Checklist must be submitted via Qualtrics to the</p>	Credit/ No Credit	20%

Assignment	Points	Weight
<p>Liaison/Seminar Instructor by October 10, 2020. A grade of Credit/No Credit is achieved for this assignment.</p>		
<p>SSW PE 10.2 ASSESSED Journal The journal is an essential part of the student's field experience. It provides students with the opportunity to reflect upon significant learning experiences, as well as their feelings about these experiences. It also provides the liaison/seminar instructor with information about students' activities in the field. A one to two page journal must be submitted weekly. It will be read weekly by the liaison/seminar instructor and will be returned the following week with comments and questions. If the student is unable to submit it when due, specific arrangements should be made with the liaison/seminar instructor prior to the date the journal is due; or immediately after the missed date in case of emergency. A grade of Credit/No Credit is achieved for this assignment.</p>	Credit/ No Credit	10%
<p>SSW PE 2.3 PRACTICED SSW PE 7.1 PRACTICED SSW PE 8.1 PRACTICED Educationally-Based Recordings <i>Educationally-Based Recordings</i> Educationally-Based Recordings (EBR) and EBR Log An EBR is a written account of a student's interview with a client(s) or a group experience. Each EBR is completed by the student and turned into the field instructor. The field instructor will review and comment on the EBRs and use them during the field instructor/student supervisory sessions as a teaching tool. They are not used for documentation in a client's chart. Students may be asked to submit EBRs to the Liaison/Seminar Instructor that have been read and commented on by the students' respective field instructors. By the end of the fall semester, students must have completed a minimum of 8 EBRs, and must complete a minimum of 10 EBRs for the spring semester. Field instructors may require the student to complete additional EBRs. The EBR Log is kept by the student and submitted to the field instructor along with each EBR. Each entry is to be signed by both the student and the field instructor. The log will be submitted to the liaison two times each semester. For the fall semester, the due dates are no later than October 17, 2020 and December 12, 2020. For spring semester, the due dates are no later than March 6, 2021 and May 8, 2021. A grade of Credit/No Credit is achieved for this assignment.</p>	Credit/ No Credit	15%
<p>SSW PE 8.5 ASSESSED</p>	Credit/ No	5%

Assignment	Points	Weight
<p><i>Agency Profile Presentation</i></p> <p>The agency profile presentation provides students an opportunity to learn about other agencies outside of their communities, the various services they provide, and helps students identify possible community resources for client systems. In a 5 – 7 minute presentation, each student will address the questions listed below. Students in the seminar will be asked to evaluate the presentations. A schedule of presentations will be established at the beginning of fall semester. A grade of Credit/No Credit is achieved for this assignment.</p> <ul style="list-style-type: none"> • What are the agency’s mission, values, and goals? • What services are provided and where? • Who are the key players? • Who is served by the agency? Are participants voluntary? Mandatory? Both? • What are the agency’s sources of funding? • What are the agency’s strengths? Limitations? 	Credit	
<p><i>Self-Assessment and Evaluation Review</i></p> <p>The purpose of this assignment is to reflect on learning accomplishments. All students will complete this assignment, providing the opportunity to assess the progress made during the first semester in field and to plan for the second semester. Please see “Guidelines for Self-Assessment and Evaluation Review” at the end of this syllabus. This assignment is due no later than the last seminar class of the semester. For Monday seminars, this date is December 7, 2020. For Saturday seminars, this date is December 12, 2020. A grade of Credit/No Credit is achieved for this assignment.</p>	Credit/ No Credit	10%
Spring Semester Graded Assignments		
<p><i>Journal (weekly journal same as fall semester) – final journal with specific questions</i></p> <p>The final journal of the semester should serve as a review/reflection on the overall experience both in field placement and in seminar. Reading the journals that were submitted during the semester will assist the student in reviewing areas of growth and areas that need further development in the following year. This final journal should be 2 – 4 pages in length and include reflections on the following:</p> <ul style="list-style-type: none"> • How have seminar and journaling impacted your field internship? What impact might this have on your future social work practice? • Reflect on the differences between your self-assessment on the Final CSE and that of your field instructor. What do you notice? Are there any surprises? How will this impact your learning goals for next year? 	Credit/ No Credit	10%

Assignment	Points	Weight
<ul style="list-style-type: none"> Why did you select your specialization area and what are three social work skills you would like to refine next year. 		
<p><i>Educationally-Based Recordings and Log (see fall semester).</i> For the spring semester, 10 EBRs are due.</p>	Credit/ No Credit	20%
<p><i>Case/learning presentations</i> Every student will present to the seminar one of the following:</p> <ul style="list-style-type: none"> A case from their internship for discussion; A group activity they used in their internship; or A summary of an evidence-informed intervention they have been exposed to in their placement agency. <p>These presentations will be about 10 minutes long and evaluated by the students in the seminar. Specific instructions will be distributed by the seminar instructor. A schedule of presentations will be established at the beginning of spring semester. A grade of Credit/No Credit is achieved for this assignment.</p>	Credit/ No Credit	30%

Social Work Competencies

The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW596A and B) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Behaviors	Assignment
C1. Demonstrate ethical and professional behavior.	<p>make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical</p> <p>decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>use technology ethically and appropriately to</p>	<p>IPR, CSE Learning Agreement Journal, EBRs, EBR Log Self-assessment</p>

	<p>facilitate practice outcomes; and</p> <p>use supervision and consultation to guide professional judgment and behavior</p>	
C2. Engage diversity and difference in practice.	<p>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>IPR, CSE Learning Agreement Journal, EBRs, EBR Log, Agency profile, Self-assessment, Case presentation</p>
C3. Advance human rights and social, economic, and environmental justice.	<p>apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p> <p>engage in practices that advance social, economic, and environmental justice</p>	<p>IPR, CSE, Learning Agreement Case presentation</p>
C4. Engage in practice-informed research and research-informed practice.	<p>use practice experience and theory to inform scientific inquiry and research;</p> <p>apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>use and translate research evidence to inform and improve practice, policy, and service delivery</p>	<p>IPR, CSE, Learning Agreement, EBRs, EBR Log, Case presentation</p>
C5. Engage in policy practice.	<p>identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>assess how social welfare and economic policies impact the delivery of and access to</p>	<p>IPR, CSE Learning Agreement Case presentation</p>

	<p>social services;</p> <p>apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	
<p>C6. Engage with individuals, families, groups, organizations, and communities.</p>	<p>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</p>	<p>All Assignments (IPR, CSE, Learning Agreement, Journal, EBRs, EBR Log, Agency profile, Self-assessment, Case presentation)</p>
<p>C7. Assess individuals, families, groups, organizations, and communities.</p>	<p>collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <p>develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>select appropriate intervention</p>	<p>All Assignments</p>
<p>C8. Intervene with individuals, families, groups, organizations, and communities.</p>	<p>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p>	<p>All Assignments</p>

	<p>use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	
<p>C9. Evaluate practice with individuals, families, groups, organizations, and communities.</p>	<p>select and use appropriate methods for evaluation of outcomes;</p> <p>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>	<p>All Assignments</p>

Detailed Course Schedule and Reading Assignments

Below is an outline of the general content areas that are covered in the fall and spring semesters. The timing, readings, and seminar activities may vary according to the content of the group process. The focus of activities will be on the exploration, application, and demonstration of self-awareness and practice skills through role plays, small and large group activities, and presentations. All content is dependent on the needs of the particular students, as in any group process. There are times when there are crises that demand attention and preempt plans for the seminar on any particular day.

Fall Semester

SSW PE 10.2 INTRODUCED

Week 1:

Readings

Course syllabus Graduate Field Education Manual

SSW PE 1.4 INTRODUCED

SSW PE 2.1 INTRODUCED
SSW PE 6.4 INTRODUCED
SSW PE 7.1 INTRODUCED

Weeks 1 – 5
Weeks 1 – 5
Weeks 1 – 5
Weeks 1 – 5

- Group formation, review MSW Lab, syllabus, Field Calendar, Graduate Field Education Manual, roles of Field Liaison, Field Instructor, Preceptor, field expectations, Q & A's
- Learning agreement and social work competencies
- Storytelling and story catching through reflections of personal identity
- Preparation phase of working with individuals, groups, agencies, communities – building professional relationships, entering agencies, contexts of community and target population, personal safety, cultural sensitivity
- Agency mission, intern role, use of supervision, professional use of self
- Professionalism, negotiating boundaries, introduction to the Code of Ethics
- Self-awareness, EBR purpose and use as a tool for competent practice THIS SHOULD BE HIGHLIGHTED TOO
- Exploring professional values for social justice work

SSW PE 1.3 INTRODUCED
SSW PE 3.1 INTRODUCED
SSW PE 3.3 INTRODUCED
SSW PE 4.1 INTRODUCED
SSW PE 5.1 INTRODUCED
SSW PE 6.1 INTRODUCED
SSW PE 8.5 INTRODUCED

Weeks 6 – 10
Weeks 6 – 10

- Group process – sharing concerns, reflections, learning from field
- Preparation, scheduling for agency profile presentation; exploring our agencies and communities – our contexts
- Explore policies that reinforce systemic racism
- Engagement – rapport, feeling words, verbal/non-verbal communication, cultural sensitivity, self-disclosure, active listening
- Beginnings – introductions, self-disclosure, describing purpose, orienting, discussing policies and (limits of) confidentiality.
- Informed consent, reporting requirements
- Professional communication, documentation
- Personal identify influences on the helping relationship

SSW PE 1.1 INTRODUCED

Weeks 11 – 15

- Group process - sharing concerns, reflections, learning from field, process field conferences, evaluation of group process, preparation for Winter Break.
- Understand and develop a Brave Space to expand personal growth and development
- Exploring, assessing, contracting skills across all levels of practice – strength-based assessment; reflecting feelings, content, meaning; partializing; gathering and organizing descriptive information; goal-setting.
- Preparation for choosing a specialization area – social work roles, settings, skills across all levels in Child & Family Well-being, Integrated Health, and Adulthood & Aging
- Concepts of transference/counter-transference
- Ethics – value difference, value conflict, ethical dilemma

SSW PE 1.4 ASSESSED

- Evaluation – by self, by field instructor, of seminar, and final paper

Spring Semester

Weeks 1-5

- Re-engage in group process – moving to the middle phase
- Contemplate the development of positionality and the helping relationship
- Review/revise learning goals/agreement for spring, course expectations, calendar, process for being referred to 2nd year placements, advancement to candidacy forms
- Preparation/scheduling presentation exercise
- Middle phase of working with clients – educating, advising, reframing, confirming, confronting, reviewing.
- Dealing with challenging situations.
- Use of self – assertiveness, providing feedback, reflection

Weeks 6 – 10

- Integrating theories of personality and human development, modalities of intervention, spirituality, into our practice
- Examine Critical Reflection
- Explore and demonstrate aspects of critical thinking and judgment
- Ethical dilemmas, value conflicts, legal issues in the field
- Cultural relevance and humility
- Shaping opinions
- Social justice, human rights, civil rights – relationship to practice across all levels of practice
- Case/agency presentations and evaluations

SSW PE 10.1 INTRODUCED

Weeks 11-15

- Group process – moving towards termination
- Transition/termination – with clients, agencies, classmates

- Case/agency presentations and evaluations
- Interpersonal and professional relationships, challenges of the profession, staying motivated and creative in the profession, self-care.
- Revisiting the Learning Agreement and CSE – self-evaluation of skill gained in 1st year; receiving feedback.
- Celebrating endings – seminar evaluation, instructor evaluation, agency evaluation.

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES- 2020-2021

POLICY REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided “BeachMail” (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your “preferred” email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may [Use Rules to Automatically Forward Messages](#) from your BeachMail account to your preferred personal email account. You can access your [BeachMail](#) (Outlook) account within the campus [Single Sign-On](#) (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy>

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the Bob Murphy Access Center (BMAC) (formerly DSS). The telephone number is (562)985.5401 and they are located in the Student Success Center (SSC) Room 110. Email address is BMAC@csulb.edu.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Campus Behavior (U)

General Policies

CSULB Statement on Civility and Acts of Violence

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence>

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

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

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the

School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism>

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- a. Review – no action.

- b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- c. A requirement that the work be repeated;
- d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- e. Assignment of a failing final grade;
- f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30>

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW and BASW courses. Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- a. Illness or injury to the student
- b. Death, injury, or serious illness of an immediate family member or the like
- c. Religious reasons (California Education Code section 89320)
- d. Jury duty or government obligation
- e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Extended or Multiple Absences

Attendance in all Social Work classes is crucial since student participation is essential. This is particularly true for School Social Work since certain content must be covered for students to be eligible for the PPSC. Absences impact a student's academic work and performance as well as the participation of other students. Participation points will be deducted for every absence. To gain full participation points each week, students must be on time and stay the entire class. Students who anticipate extended or multiple absences during a particular semester should consult with the Graduate Program Coordinator before enrolling in this class to determine whether it will be possible to complete the course requirements successfully.

Medical-Restriction and Disability-Related Absences

Attendance related matters involving a medical restriction or disability must be reviewed and approved

as soon as possible by the Bob Murphy Access Center (BMAC formerly DSS) at (email: BMAC@csulb.edu, telephone: (562) 985-5401, location: Student Success Center (SSC) Room 110). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Academic Senate – Attendance Policy, Policy Statement 01-01

http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb>

Cancellation of Registration or Withdrawal from CSULB

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the [Enrollment Services website](#).

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
Withdrawals in terms prior to fall 2009 at CSULB,
Withdrawals at institutions other than CSULB, and
Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines, and
- b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Confidentiality and Respect (I)

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues

that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)

All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a 5 point reduction for each day they are late. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

CSULB Technology Help Desk

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 or visit them on the web at http://www.csulb.edu/divisions/aa/academic_technology/thd/.

Supplemental Bibliography

Journal Articles

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SSW PE 1.1 PRACTICED

SELF ASSESSMENT AND EVALUATION REVIEW

FALL SEMESTER PAPER

This assignment is due at the end of the first semester with the specific due date provided by your seminar instructor. This review is intended to be a reflection of your learning accomplishments in the fall semester.

Review your learning agreement and each of the 9 competencies. Identify one competency where you have shown the most growth. Identify one competency that is the most challenging in your development.

- 1) Discuss both competencies using examples of how your identity may have influenced your accomplishments in that area as well as your plans to work toward greater proficiency in your next semester. What activities or actions will you take to gain new skills in that area?

- a. As you discuss the competency in which you have shown the most growth, be certain to discuss where you think you began and include evidence/examples from your practice related to how you have grown and changed.
 - b. As you discuss the competency that you found the most challenging, be certain to choose a competency that you have actually had the chance to work on but has proven to be difficult for you, as opposed to a competency that you have had insufficient exposure.
- 2) Considering various aspects of your identity, describe a value conflict or ethical dilemma that you have encountered this semester and how you reconciled it. State whether it is a value conflict or an ethical dilemma. Be sure to refer to the core values of the social work profession and the code of ethics in your discussion and how specific aspects of your identity influenced your reconciliation. For example, if you are presenting an ethical dilemma, what parts of the code of ethics were in conflict with each other and in what ways did your identity contribute to managing the conflict?
 - 3) After reflecting on your experience this semester, what changes/additions do you plan to make in the spring semester regarding seminar and field?

Writing format:

- 1) 3 – 4 pages typed, double-spaced, one-inch margins, plain font.
- 2) Write in complete sentences and avoid jargon.
- 3) Use a cover page to write your name, semester/year, agency field internship name, and field instructor's name. (The cover page does not count as a written page.)

**SW596 A/B Fall & Spring Activities
AY2020-2021**

Fall 2020:

Weeks 1 – 5:

Activity #1: Professor Storytelling:

Critical Race Theory (CRT) analyzes and challenges mainstream narratives in law, history and popular culture that uphold the status quo (D. Bell, 1992; Delgado & Stefancic, 2013; Matsuda, 1996). The concept, counter-storytelling, is used in CRT to work toward a destabilization of “stock stories” or stereotypes that valorize the legitimacy of dominant groups. The counter-narratives serve to “demarginalize” (Davis & Wing, 2000) and center the roles that Native Americans, African Americans, Latina/os, Asian Americans, working class people, immigrants from various ethnic backgrounds, people with disabilities, and women of all groups have played in challenging oppression (Fleischer & Zames, 2001; Learner, 1986; Zinn, 2003, 2004). Counter-storytelling can ascertain suppressed and hidden stories of marginalized groups, including stories of their resistance to the status quo and provide evidence of hope that oppressive circumstances can change through human action (Bell, 2016).

In seminar, the professor's (counter) storytelling is used as a way for students to get to know their seminar instructor on a human level, reduces the teacher/student power dynamic to communal authority, and builds trust and understanding (Rendon, 2009). The instructor can purposefully choose themes about themselves to highlight with students that they might connect with

such as ethnicity, religion, socioeconomic background, educational background (first-gen college student), immigration, raised in single-parent, two-parent, grandparents, foster care, etc. Students can reduce stereotypes, gain trust, connection, and validation from various aspects of their instructors' story.

Activity #2: Brave Space:

The Brave Space video link is embedded in the syllabus, page 4. Brave Space is a way to frame dialogue around diversity and social justice moving away from the concept of "safety" to "bravery". Creating a Brave Space assists students with understanding and rising to the challenges of genuine dialogue on diversity and social justice issues. Our CRT consultant, Nicole Vazquez, identified some common rules for Brave Space dialogue taken from a book chapter by Arao & Clemens (2013) as follows:

Arao & Clemens:

- Common Rule: *Agree to Disagree* (pp 143)
 - Alternative: **Controversy with Civility**
- Common Rule: *Don't Take Things Personally* (pp 144)
 - Alternative: **Own Your Intentions and Your Impact** (pp 145)
"...intention & impact matter...the impact of our actions is not always congruent with our intentions and that positive or neutral intentions do not trump negative impact (p. 145-146)."
- Common Rule: *Challenge by Choice* (pp 146)
 - Just because someone isn't talking doesn't mean they're not engaged and not doing internal processing
- Common Rule: *Respect* (pp 147)
 - What are cultural factors that go along with respect?
 - Go back to **Controversy vs. Civility**
- Common Rule: *No attacks* (pp 148)
 - "**Attacks**" on the individual vs on their beliefs

SSW PE 2.1 PRACTICED

Activity #3: Wheel of Positionality:

The concept of positionality means the construction of human difference such as cultural practices, gender, racial/ethnic identification, social class, citizenship, sexual orientation, and other forms of identity. Our 'positionality' or location in the social world, is shaped in terms of these multiple identifications and influences the way in which we gain our partial view of the world. For some this may mean a position of privilege and for others, a position of subordination, marginalization, and oppression. Although some people suffer more than others, positionality implies that each and every one of us, in our varied positions and identities as privileged and oppressed, are both implicated in and negatively affected by racism, sexism, heterosexism, homophobia, classism, and other oppressive dynamics. Recognizing positionality and our partial and distorted knowledge is crucial for individuals of both dominant and subordinate groups, or we all contribute to perpetuating oppression (Finn & Jacobson, 2008).

Use the Wheel of Positionality handout that includes prompts for students to identify their positionality. There is a prompt to generate dialogue about student positionality noted in the syllabus, page 4. (What are some identities and experiences that shape your positionality?) Continued dialogue could focus on how one's positionality influences their social work practice, etc.

Weeks 6 – 10:

SSW PE 6.4 PRACTICED

Activity #4: Student Storytelling/Catching:

Students (counter) storytelling is a way for students to get to know one another and for the instructor to develop a broader understanding of the students. Instructors can ask students to include something that symbolizes them as they share their stories. Story catching is specific to the listeners catching their classmates stories and the instructor catching the students stories. Students and the instructor may reduce stereotypes, gain trust, insight, connection, and validation from various aspects of the students stories.

Activity #5: Movie 13th:

The link to this movie is embedded in the syllabus, page 5. Before you discuss agency policy as noted in the syllabus (page 5), students can review the movie, 13th, outside of class. Identify a date to have a discussion about policies that support power and privilege, reinforce systemic racism, marginalize communities, etc. A rich dialogue can be established among you and the students and can move in various directions.

Weeks 11 – 15:

Activity #6 Agency Profile Presentation:

This activity has not changed. Each student is expected to complete a 5-7 minutes agency presentation using the questions below which are located in the syllabus, page 9. I didn't have enough bandwidth to come up with questions related to diversity and social justice. As you identify questions, please share them with your colleagues and me so that I consider them as I update the syllabus next year.

- What are the agency's mission, values, and goals?
- What services are provided and where?
- Who are the key players?
- Who is served by the agency? Are participants voluntary? Mandatory? Both?
- What are the agency's sources of funding?
- What are the agency's strengths? Limitations?

Activity #7: Ethics and Values:

As you discuss ethics, value difference, value conflict, and ethical dilemmas noted in the syllabus on page 6, please use this prompt which is in the syllabus: What values would you draw on in realizing your vision of social justice work? The discussion can go in various directions depending on how you frame it. Enjoy!!!

Spring 2021:

Week 1 – 5:

Activity #1: Positionality Reflection. Considering your positionality, in what ways might /has your positionality shape the helping relationship between you and clients and their process of change? (This question can be posed during class or as a journal prompt. Please facilitate an in-class discussion with your students.)

Week 6 – 10:

Activity #2: Critical Reflection. Critical reflection is the process of engaging in learning together from everyone's experiences which is done in field seminars. The process is structured, analytic, and emotional which helps to examine ways we make sense of our experiences and circumstances. Critical reflection allows for the opportunity to interpret individual and collective experiences, challenge assumptions, reframe ideas and beliefs and open up new ways of understanding. Critical reflection includes questioning taken-for-granted beliefs related to different aspects of our experiences economically, politically, philosophically and culturally. Assumptions such as "children should be seen and not heard", "a woman's place is in the home", or "marriage should be between a man and a woman" can be discussed by thinking of reasons why we have these beliefs and recall processes and events that have made us question their assumption (Finn, 2016).

Critical reflection promotes continuous self-assessment, fosters connections and linkages between personal and social concerns, legitimizes challenging dominant explanations and observations, opens up and strengthens spaces of possibility and links to problem-posing by promoting critical inquiry—problematizing the ordinary. This engages us in the ongoing process of examining the conditions of our lives, identifying concerns, asking the “but why?” questions, and looking for themes and patterns that connect (Finn, 2016). The goal of critical reflection is to promote tension and uncertainty by examining one’s long-held assumptions (Dewey, 1933).

The follow are ways to build critical reflection:

- 1) Dialogue – discussing ideas, thoughts, feelings with others to externalize our thinking and helps us engage with others and work on open-mindedness.
- 2) Critical Dyads – challenges each-others points of view and question assumptions about one-another’s reality.
- 3) Research – formulate a hypothesis about a assumption, review the literature, collect and analyze the information gathered.
- 4) Writing experiences – journaling unstructured or prompts.
- 5) Artistic Reflection – photos, collage, drawings, poems, etc.

Activity Prompt: Exploring the concept of Critical Reflection: What are you learning that challenges your thinking about social work and yourself as a new social worker?

Activity #3: Take A Stand exercise. (See attached Take a Stand Human Barometer activity for details.)

References:

Bell, L. A. (2016). Theoretical foundations of social justice education. In M. Adams, L. A. Bell, D. J. Goodman & K. Y. Joshi (Eds.), *Teaching for diversity and social justice* (3rd ed., pp. 17-18). Routledge.

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