

**SW 680: Advanced Field Education I and II
2020-2021**

Instructor: Kirsten Muster MSW, MSG, LCSW **Telephone:** (714) 345-3517

Office: SSPA **Email** kirsten.muster@csulb.edu

Office Hours: Mondays 11:45am-12:45pm and by appointment

Catalog Description:

For SW680A Prerequisites: SW 596A and SW 596B. **Corequisite:** SW 620 or SW 630 or SW 650

First of two semesters of field placement in area of concentration. Seminar experience utilizes group process to develop advanced competencies. Emphasis is placed on case presentation, demonstration and evaluation of practice skills, supervision use, cultural responsiveness, and professional ethics. Credit/No Credit grading only

For SW 680B: Prerequisite: SW 680A. Corequisite: SW 670. Continuation of concentration field placement. Students with support from the instructor facilitate seminar. Focus is on integration of graduate coursework and professional development within the context of multicultural practice. Content includes preparation for master's level social work employment. Credit/No credit grading only.

Course Description:

SW 680A/B is a two-semester field education course. Students attend a two-hour bi-weekly seminar, and fulfill 16 hours per week 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 (Advanced Standing students complete 600 hours).

Advanced Field Education is an integral part of the MSW program. This course has two components: a Zoom/Alternative Mode of Instruction or, when possible an on campus seminar that meets bi-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 dialogue, critical reflection, and power analysis of their internship experiences. It focuses on the integration of theoretical material learned in the classroom with practice behaviors demonstrated in the internships. The internship experience is specialization-specific. Students are assigned to an agency for a minimum of 500 hours (Advanced Standing students complete 600 hours) for the academic year. They are involved in agency assignments 16 hours/week (20 hours/week for Advanced Standing

students) using a variety of formats such as remote, hybrid (remote/in-person) or inperson experiences and supervised by a graduate-level social worker.

In seminar, through the use of a mutual aid group, students will explore themes typical of the final two stages of internship: competence and culmination. These include self-assessment of professional growth and development; demonstration of critical thinking skills; evidence of an ability to resolve ethical dilemmas and value conflicts; deeper understanding of use-of-self and considerations of cultural relevance and cultural humility; consideration of home/self/career issues; identification; positionality; of quality supervision and leadership skills; and preparation for ending studies, post-graduate employment, and licensing.

Course Objectives:

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

1. Analyze their field education experience, both conceptually and from a direct practice experience as evidenced by seminar participation, field portfolio, and comprehensive skills evaluation.
2. Apply the integration of seminar and internship experiences by demonstrating advanced practice skills and knowledge in the area of specialization, including ability to establish and maintain client relationships, work across all levels of practice, and engage in interdisciplinary practice as evidenced by the comprehensive skills evaluation.
3. Demonstrate the ability to critically reflect upon their social work field experience and professional development, including the awareness of how their use-of-self, social identities, social justice and ethical practice imperatives, and personal context, bias, values and positionality may affect practice and effective use of supervision.
4. Demonstrate professional ethics and the ability to apply appropriate ethical and legal decision making skills when discussing complex field issues.
5. Demonstrate sensitivity to specific diversity, and environmental considerations encountered in their field internship, including insight into potential personal bias in order to effectively promote social and economic justice for at-risk groups.
6. Examine and discuss work/life/career tensions within the context of ending graduate studies as evidenced by the development of a personal mission/value statement that includes intentions for selfcare.
7. Demonstrate leadership and self-motivated professional development as evidenced by participating in the facilitation of seminar second semester including active considerations of preparation for employment and licensing.

Course Format:

Seminar Format: Each section of seminar is divided into two groups: A and B. Group A and Group B meet separately, every other week. Seminars are structured to integrate students from different concentrations to enhance their learning of intergenerational and inter-professional issues. Some students

are in internships where the primary modality is clinical practice; other students are in administrative, management, or community development internships. While the experiences and settings might be different, students can learn from each other, including the interrelationship of macro, mezzo, and micro issues. Confidentiality must be observed regarding all client material discussed, as well as personal information shared during seminar.

Seminar Participation: Group discussion and participation are expected from each student in this student-driven seminar. Participation may include facilitation of a part of a seminar meeting, case presentations, peer consultation, group exercises and activities, and role-plays. 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 affect 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.

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.

CSWE core competencies designate areas of social work practice that define the profession, and delineate practice objectives. Competency #1 Ethical and Professional Behavior, prescribes expected areas of performance for student behavior in professional social work roles and use of boundaries, professional demeanor in behavior, appearance and communication, time management skills and accountability, punctuality in attendance, paperwork and assignments. Students should use supervision and consultation to guide professional judgement, behavior, augment knowledge, explore personal values and emotions in practice and professional contexts using self-correction and reflection to advance professional development. Students will learn and apply ethical decision making models to social work standards and use technology appropriately to facilitate practice outcomes.

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.

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 internship in a public or private human service organization using a variety of formats such as remote, hybrid (remote/in-person) or in-person experiences 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.

Textbooks/Course Resources:

Council on Social Work Education (CSWE) (2015). *Educational policy and accreditation standards* (pp. 5 - 9). Retrieved from: <http://www.cswe.org/File.aspx?id=13780>.

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

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

California Board of Behavioral Science. (2014). Statutes and regulations relating to the practice of Professional clinical counseling, marriage and family therapy, educational psychology, clinical social work. Retrieved from <http://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>

California Board of Behavioral Sciences (2017). Registration Information. Retrieved from: http://www.bbs.ca.gov/app-reg/lcs_presentation.shtml

Course Schedule

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 issues that demand attention and preempt plans for the seminar on any particular day.

Date	Week	Topic	Assignment
<i>Fall Semester</i>			

<p>SSW PE 1.3 INTRODUCED</p> <p>SSW PE 2.2 INTRODUCED</p> <p>SSW PE 3.3 INTRODUCED</p> <p>SSW PE 4.2 INTRODUCED</p> <p>SSW PE 6.1 INTRODUCED</p> <p>SSW PE 7.2 INTRODUCED</p> <p>SSW PE 8.5 INTRODUCED</p> <p>SSW PE 9.1 INTRODUCED</p> <p>Weeks 1 – 4</p> <p>Weeks 1 – 4</p> <p>Weeks 1 – 4</p> <p>Weeks 1 – 4</p> <p>Weeks 1 – 4</p> <p>Weeks 1 – 4</p> <p>Weeks 1 – 4</p> <p>(first 2 sessions of groups A and B)</p>	<p>Activity: Professor’s Introduction via Storytelling The first few weeks will be spent on group formation and reviewing course content to include, but not limited to:</p> <ul style="list-style-type: none"> • Group formation and student introductions. • Review syllabus, Field Calendar, learning agreement/CSE. <p>Activity: Brave Spaces: Critical Social Justice Chat https://www.youtube.com/watch?v=OkQ33oSEt3s#action=share</p> <ul style="list-style-type: none"> • Looking back/looking forward – reflect on foundation field education, lessons learned, and learning objectives for advanced field education. • Introduce field portfolio and framework of social work competencies. • Professionalism, negotiating boundaries, skills involved in “difficult conversations”, advanced consideration of Code of Ethics, professional use of self <p>Activity: Personal Identity Wheel exercise. Identify three areas of your personal identity and discuss how they enhance your social work practice. What areas influence your self-care strategies?</p>	
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<p>SSW PE 1.1 INTRODUCED SSW PE 2.3 INTRODUCED SSW PE 3.2 INTRODUCED SSW PE 6.2 INTRODUCED SSW PE 6.4 INTRODUCED SSW PE 7.3 INTRODUCED SSW PE 10.3 INTRODUCED</p> <p>Weeks 5 – 10 Weeks 5 – 10 Weeks 5 – 10 Weeks 5 – 10 Weeks 5 – 10 Weeks 5 – 10</p> <p>(sessions 3 through 5 of groups A and B)</p>		<ul style="list-style-type: none"> • Group process – sharing concerns, reflections, learning from field • Field portfolios – competencies #1 (demonstrate ethical and professional behavior) and #2 (engage diversity and difference in practice) • Advanced practice skills – going deeper, confrontation, evaluating and adjusting your practice, concepts of transference/countertransference. <p>Activity: Student Storytelling/Catching: How do you selfidentify including race, gender, sexual orientation, culture, religion, etc.?</p> <p>Activity: Role or impact your identity has had as you engage clients as a social work intern?</p> <ul style="list-style-type: none"> • Advanced look at self-care – personal strategies for providing greater presence for our agencies and the people we serve. 	
	<p>SSW PE 3.1 INTRODUCED SSW PE 4.1 INTRODUCED SSW PE 4.3 INTRODUCED SSW PE 5.1 INTRODUCED SSW PE 5.2 INTRODUCED SSW PE 8.4 INTRODUCED SSW PE 9.2 INTRODUCED SSW PE 9.3 INTRODUCED</p>	<ul style="list-style-type: none"> • Group process - sharing concerns, reflections, learning from field, evaluation of group process, 	

	<p>SSW PE 10.1 INTRODUCED SSW PE 10.2 INTRODUCED</p> <p>Weeks 11 – 14 Weeks 11 – 14 Weeks 11 – 14 Weeks 11 – 14 Weeks 11 – 14 Weeks 11 – 14 (sessions 6 and</p>		
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	<p>7 of groups A and B)</p>	<p>preparation for Winter Break and spring semester. Activity: Critical Consciousness Inventory and Discussion</p> <ul style="list-style-type: none"> • Field portfolios – competencies #3 (advance human rights and social, economic, and environmental justice), #4 (engage in practice-informed research and research-informed practice), and #5 (engage in policy practice). • Preparation for case analysis assignment. • Preparation for/discussion of student-directed spring semester. • Evaluation – by self and by field instructor. 	
		<p><i>Spring Semester</i></p>	
	<p>SSW PE 6.3 INTRODUCED Weeks 1-4 (first 2 sessions of groups A and B)</p>	<ul style="list-style-type: none"> • Re-engage in group process sharing concerns, reflections, learning from field experience over Winter Break/January. <p>Activity: Critical Consciousness exercise. What personal and professional experiences have been helpful with enhancing critical consciousness? What can you do with intention to heighten your critical consciousness?</p> <ul style="list-style-type: none"> • Focused discussion on remaining areas of difficulty or challenge experienced by students. • Preparation for endings - review/revise learning goals/agreement for spring, course expectations, calendar. • Determine process for student facilitation/topic exploration spring semester. • Check-in field portfolios – justice, policy, and advanced practice skills. 	

	<p>SSW PE 1.2 INTRODUCED SSW PE 1.4 INTRODUCED SSW PE 2.1 INTRODUCED SSW PE 7.1 INTRODUCED SSW PE 8.1 INTRODUCED SSW PE 8.2 INTRODUCED SSW PE 8.3 INTRODUCED</p> <p>Weeks 5 – 10 Weeks 5 – 10 Weeks 5 – 10 Weeks 5 – 10 (sessions 3 through 5 of groups A and B)</p>	<ul style="list-style-type: none"> Group process – sharing concerns, reflections, learning from field. <p>Activity: Praxis - Critical Reflection and Practical Action exercise.</p> <ul style="list-style-type: none"> Field portfolios – check-in and schedule presentation. Creating a “pinterest-type” feed of resources - sharing links to or hearing presentations on information on identified topics of interest. Preparation for endings – termination/transition with clients/agency/classmates/school. Transition to being a social work professional – resumes, job interviews, BBS licensing, professional organizations and networking. 	
	<p>Weeks 11-14 (sessions 6 and 7 of groups A and B)</p>	<ul style="list-style-type: none"> Group process – moving towards termination. Presentation of personal social work credo and field portfolios. Celebrating endings – seminar evaluation, instructor evaluation, agency evaluation. 	

Assignments and Examinations

	Points	Weight
<p>Field Conference The Field Liaison/Seminar Instructor will schedule one Zoom conference with the field instructor and the student for the purpose of discussing the student’s assignments and performance. These should be completed by the start of spring semester. 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>	<p>Credit/ No Credit</p>	<p>N/A</p>

<p><i>Interim Progress Report (IPR)</i></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>	<p>Credit/ No Credit</p>	<p>15%</p>
<p>SSW PE 1.2 PRACTICED SSW PE 1.2 ASSESSED SSW PE 1.3 ASSESSED SSW PE 1.4 PRACTICED SSW PE 1.4 ASSESSED SSW PE 2.1 ASSESSED SSW PE 2.2 ASSESSED SSW PE 2.3 ASSESSED SSW PE 3.2 PRACTICED SSW PE 3.2 ASSESSED SSW PE 3.3 PRACTICED SSW PE 3.3 ASSESSED SSW PE 4.1 ASSESSED SSW PE 4.2 ASSESSED SSW PE 4.3 PRACTICED SSW PE 4.3 ASSESSED SSW PE 5.1 PRACTICED SSW PE 5.1 ASSESSED SSW PE 5.2 PRACTICED SSW PE 5.2 ASSESSED SSW PE 6.1 PRACTICED SSW PE 6.1 ASSESSED SSW PE 6.2 PRACTICED SSW PE 6.2 ASSESSED SSW PE 6.3 PRACTICED SSW PE 6.3 ASSESSED SSW PE 6.4 PRACTICED SSW PE 6.4 ASSESSED SSW PE 7.1 PRACTICED SSW PE 7.1 ASSESSED SSW PE 7.2 PRACTICED SSW PE 7.2 ASSESSED SSW PE 7.3 PRACTICED SSW PE 7.3 ASSESSED SSW PE 8.1 PRACTICED</p>	<p>Credit/ No Credit</p>	<p>25%</p>

SSW PE 8.1 ASSESSED
SSW PE 8.2 PRACTICED
SSW PE 8.2 ASSESSED
SSW PE 8.3 PRACTICED
SSW PE 8.3 ASSESSED
SSW PE 8.4 PRACTICED
SSW PE 8.4 ASSESSED
SSW PE 8.5 PRACTICED
SSW PE 8.5 ASSESSED
SSW PE 9.1 PRACTICED
SSW PE 9.1 ASSESSED
SSW PE 9.2 PRACTICED
SSW PE 9.2 ASSESSED
SSW PE 9.3 PRACTICED
SSW PE 9.3 ASSESSED
SSW PE 10.1 PRACTICED
SSW PE 10.1 ASSESSED
SSW PE 10.2 PRACTICED
SSW PE 10.2 ASSESSED
SSW PE 10.3 ASSESSED

*Learning Agreement/Orientation Checklist/
Comprehensive Skills Evaluation (CSE)*
Comprehensive Skills Evaluation (CSE)
*Learning Agreement/Orientation Checklist/
Comprehensive Skills Evaluation (CSE)*
Comprehensive Skills Evaluation (CSE)
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Comprehensive Skills Evaluation (CSE)*
*Learning Agreement/Orientation Checklist/
Comprehensive Skills Evaluation (CSE)*

<p>This one document contains three components. First, the Learning Agreement is designed to provide a structured but individualized plan for the advanced 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. The Learning Agreement is due via Qualtrics Saturday, 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>		
<p>SSW PE 1.3 PRACTICED Learning Agreement/Orientation Checklist: The Learning Agreement is designed to provide a structured but individualized plan for the advanced 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</p>	<p>Credit/ No Credit</p>	<p>20%</p>

	Points	Weight
<p>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 to the Liaison/Seminar Instructor via Qualtrics by October 10, 2020. A grade of Credit/No Credit is achieved for this assignment.</p>		
<p><i>Fall Assignments</i></p>		
<p>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 twopage journal must be submitted bi-weekly. It will be read by the liaison/seminar instructor and will be returned 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>	<p>Credit/ No Credit</p>	<p>10%</p>

<p>SSW PE 1.1 PRACTICED SSW PE 2.3 PRACTICED</p> <p><i>Educationally-Based Recordings (EBR) and EBR Log</i> <i>Educationally-Based Recordings (EBR) and EBR Log</i></p> <p>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 (at least 4 verbatim), and must complete a minimum of 10 EBRs (at least 5 verbatim) 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	20%
<p>SSW PE 1.1 ASSESSED SSW PE 3.1 ASSESSED</p> <p><i>Case Analysis and Reflection Paper:</i> <i>Case Analysis and Reflection Paper:</i> This assignment will require the integration and application of classroom and seminar content, and field experiences over the course of the graduate program. It focuses on advanced skills in self-awareness, critical thinking, and advanced practice competencies. Assignment instructions are included at the end of this syllabus. Expected length is four pages. 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%
	Points	Weight
<i>Spring Semester</i>		
<i>Journal (same as fall semester).</i>	Credit/ No Credit	10%

<p><i>Educationally-Based Recordings and Log (see fall semester).</i> For the spring semester, 10 EBRs are due. For spring semester, the EBR Log due date is no later than March 6, 2021 and May 8, 2021.</p>	Credit/ No Credit	20%
<p><i>Presentation of Field Portfolio and Personal Credo:</i> At the end of the spring semester, each student will describe the field portfolio that s/he has been creating over the course of the academic year to the seminar group. (The description of the field portfolio and a worksheet on developing a personal credo is at the end of this syllabus.) The student will present her/his personal mission/value/professional objectives statement in any format s/he chooses. 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 (SW680 A/B) that meet the Educational Policy and Accreditation Standards (EPAS). This course extends and enhances the nine core competencies to prepare students for practice in the areas of specialization.

EPAS Competencies and Behaviors Assessed in this Course*

CSWE Competencies Addressed	Behaviors	Assignments
C1: Demonstrate ethical and professional behavior	Apply ethical decision-making skills (e.g., competing values, client/constituent rights, legal parameters, and shifting social mores) with emphasis on issues related to area of specialization.	Journals; Educational-based Recordings; Case Summary Analysis and Reflection Paper; Comprehensive Skills Evaluation; Portfolio; Credo
C2: Engage diversity and difference in practice	Demonstrate appreciation of the influence of culture and diversity related to the area of specialization.	Journals; Educational-based Recordings; Case Summary Analysis and Reflection Paper; Comprehensive Skills Evaluation; Portfolio; Credo
C3: Advance Human Rights and Social, Economic, and Environmental Justice	Assess the impact of relevant social policy on the just treatment of clients and constituencies in area of specialization.	Journals; Educational-based Recordings; Case Summary Analysis and Reflection Paper; Comprehensive Skills Evaluation; Portfolio; Credo

C4: Engage In Practiceinformed Research and Research-informed Practice	Critically evaluate best practices and evidence-based interventions for clients in area of specialization.	Educational-based Recordings; Case Summary Analysis and Reflection Paper; Comprehensive Skills Evaluation; Portfolio
C5: Engage with Individuals, Families, Groups, Organizations, and Communities	Demonstrate skills (e.g., critical thinking, interpersonal skills, and leadership) required for effectively engaging with clients individually and in groups, the organizations serving them, and/or their communities.	Journals; Educational-based Recordings; Case Summary Analysis and Reflection Paper; Comprehensive Skills Evaluation; Portfolio; Credo
C7: Assess Individuals, Families, Groups, Organizations, and Communities	Demonstrate the ability to use multiple sources, including formal diagnostic and assessment systems, to formulate an appropriate micro and/or macro intervention plan, which recognizes the strengths of clients.	Educational-based Recordings; Case Summary Analysis and Reflection Paper; Comprehensive Skills Evaluation; Portfolio
C8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Critically analyze and use appropriate evidence-based tools and strategies in interventions with clients in the area of specialization at all levels of social work practice.	Journals; Educational-based Recordings; Case Summary Analysis and Reflection Paper; Comprehensive Skills Evaluation; Portfolio
C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Evaluate the processes and/or outcomes of interventions with clients in the area of specialization at all levels of social work practice.	Journals; Educational-based Recordings; Case Summary Analysis and Reflection Paper; Comprehensive Skills Evaluation; Portfolio

*Includes knowledge, values, skills, cognitive and affective processes.

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 campusprovided

“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 DoITServiceManagement@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 nonviolent 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.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking (U)

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e:advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

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 \(U\)](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/Visitors%20to%20Classes%20(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 wordprocessing 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

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Book

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Electronic Resources

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ACADEMIC YEAR BUILDING A PERSONAL MSW PORTFOLIO

The MSW Portfolio is a collection of evidence and reflections documenting a student's competence and accomplishments through the graduate social work program. It is a mechanism to both organize and present assignments, written projects, reflections, and resources that reflect the student's growth and development. The Portfolio provides a focus for students to review major accomplishments and areas of learning and can be used in the job search process.

While the structure of the portfolio is outlined below, students are encouraged to be creative and add sections which are meaningful as they reflect on their journey through the graduate program. The portfolio will be described to the group in the last sessions of SW680B seminar. It will be graded credit/no credit based on all sections having at least one entry.

1. Professional and Personal Platform (resume, professional areas of interest, personal credo)
2. AY-1 Field Education
 - Fall/Spring Reflection Papers
 - Fall/Spring Learning Agreement/CSE
 - Reflections on foundation year of field education
 - Themes and key learnings from foundation year
3. AY-2 Field Education
 - Case Analysis
 - Fall/Spring Learning Agreement/CSE
 - Reflections on advanced year of field education
 - Themes and key learnings from advanced year
4. Samples of work/description of accomplishments/reflections on social work competencies
 - Ethical and Professional Behavior
 - Diversity and Difference in Practice
 - Human Rights and Social, Economic, and Environmental Justice
 - Practice-informed Research and Research-informed Practice
 - Engagement
 - Assessment
 - Intervention
 - Evaluation
5. Direct practice tools (e.g., depression screening, suicide assessments, addiction screening, GANTT charting, logic models, power analyses, etc.)
6. Documentation guidelines (SOAP format for notes, executive brief outline, SWOT analysis)
7. Other resources

FALL SEMESTER CASE SUMMARY ANALYSIS AND REFLECTION PAPER

This assignment is due no later than the last seminar session of fall semester. Expected length: 4-6 pages. Students select either a micro or macro case to analyze and follow the appropriate outline below. Students should reflect on classroom and seminar content, social work competencies, and social work code of ethics as they complete the paper. Graduate level writing skills are expected. Paper should be edited for grammatical errors and the identity of the client system protected.

MICRO PRACTICE – ALL SPECIALIZATIONS

Select a client from your current or foundation year case load. Using the format provided, complete a written case summary analysis. If you use a case from your foundation year, please include a discussion about what you would have done differently in retrospect and why.

1. Briefly present key information about the participant, the presenting issue, and contributing factors. Provide relevant information to generate a picture of the person-in-environment and problem situation being presented.
2. Reflect and assess the engagement and exploration process. Analysis may include the following:
 - What did you notice about your professional use-of-self during these processes?
 - How did critical consciousness influence engagement with the client?
 - What personal issues, bias or assumptions were triggered in you by the participant? How did you manage these?
 - What will you do differently in your practice as a result of your reflections?
3. Present your working hypotheses about what is going on for the participant and present the goals (or potential goals) for the working alliance.
4. What ethical issues and/or race, cultural diversity issues did you take into consideration?
5. Describe the methods you used (or might use) to evaluate your intervention effectiveness with the participant.

MACRO PRACTICE – ALL SPECIALIZATIONS

Identify a macro problem or need in your organization or in the community your agency serves. Using the format provided, complete a written summary case analysis.

1. Briefly identify the presenting organization problem or community practice situation related to your agency. Provide relevant information to generate a picture of the organization or community problem/need being presented including some of the current environmental factors contributing to the situation.
2. Describe how you engaged with the organization/community and how you would go about further assessing the problem or need? (e.g., *What steps would you take, who would you speak with in the agency? Outside the agency?*)
3. Reflect and assess the engagement and exploration process. Analysis may include the following:
 - What did you notice about your professional use-of-self during these processes?
 - How did critical consciousness influence engagement with the organization or in the community?
 - What personal issues, bias or assumptions were triggered in you? How did you manage these?
 - What will you do differently in your practice as a result of your reflections?
4. What ethical issues and/or cultural diversity issues did you (will you need to) take into consideration in your assessment and intervention plan?
5. Describe methods you used/may use to evaluate outcomes, i.e. how will you measure/use data to 2

determine whether you have been successful in achieving the organization's/community's goals?

SPRING SEMESTER

DEVELOPING AND PRESENTING YOUR PERSONAL CREDO

Adapted from website entitled: "Composing your Personal Credo" by James M. Kouzes.
Downloaded on 5/16/15 from: <http://www.leadershipchallenge.com/resource/composing-your-personalcredo.aspx>

The purpose of this exercise is to be able to articulate who you are as a professional social worker in a personal and creative manner. The statement you develop should include your identity, personal mission, value base, and professional objectives/commitments. It should capture what you believe, why you are a social worker and what you stand for.

"Jim Kouzes and Barry Posner have found that credibility is not based on job titles or hierarchical positions but with the human being in the leader's shoes. Above all else, they found that leadership is personal. It's not about the corporation, the community, or the country. It's about you and your relationship with others. If people don't believe in the messenger, they won't believe the message. If people don't believe in you, they won't believe in what you say. And if it's about you, then it's about your beliefs, your values, and your principles. It's also about how true you are to your values and beliefs. Your credibility journey begins with the process of self-discovery. Their research indicates that, to genuinely know the level of commitment you are willing to make, you must discover three essential aspects of yourself: your credo, your areas of competence, and your level of self-confidence."

From website entitled: "Composing your Personal Credo" by James M. Kouzes. Downloaded on 5/16/15 from: <http://www.leadershipchallenge.com/resource/composing-your-personal-credo.aspx>

Questions to Guide the Development of a Personal Credo Who are you as a professional social worker?

"You can't do what you say if you don't know what you believe. The first stage of your credibility journey is to clarify your values and determine the roots of your personal credo."

1. Where did your beliefs about what is important in life come from?
2. Which of these ideas or principles still guide you now?
3. Which are still useful? How do they help, support, or guide you in your social work practice?
4. Which are no longer useful? Have you let go of some old ways of thinking and acting during your time in the MSW program?

Who are you as a professional social worker? What is your personal mission and value base? What are your professional objectives?

**CALIFORNIA STATE UNIVERSITY, LONG BEACH
SCHOOL OF SOCIAL WORK**

**SOCIAL WORK 680 A/B
2020 – 2021**

Field Seminar Schedule of Classes

MONDAY SEMINARS

Fall Semester 2020

GROUP A

GROUP B

8/24/20

8/24/20

8/31/20

9/14/20

9/21/20

9/28/20

10/05/20

10/12/20

10/19/20

10/26/20

11/02/20

11/09/20

11/16/20

11/27/20

11/30/20

12/07/20

Field Internships resume the week of January 4, 2021

Spring Semester 2021

GROUP A

GROUP B

1/25/21

2/01/21

2/08/21

2/15/21

2/22/21

3/01/21

3/08/21

3/15/21

3/22/21

4/05/21

Spring break is Monday, March 29th - Sunday, April 4, 2021

4/12/21

4/19/21

4/26/21

5/03/21

**CALIFORNIA STATE UNIVERSITY, LONG BEACH
SCHOOL OF SOCIAL WORK**

**SOCIAL WORK 680 A/B
2020 - 2021**

Field Seminar Schedule of Classes

SATURDAY SEMINARS

Fall Semester 2020

Saturday, August 29, 2020 - First Day of Class for Saturday Students

GROUP A	GROUP B
8/29/20	8/29/20
9/05/20	9/12/20
9/19/20	9/26/20
10/03/20	10/10/20
10/17/20	10/24/20
10/31/20	11/07/20
11/14/20	11/21/20
12/05/20	
12/12/20	

Field Internships resume the week of January 4, 2021

Spring Semester 2021

GROUP A

1/23/21

1/30/21

2/13/21

2/27/21

3/13/21

GROUP B

1/23/21

2/06/21

2/20/21

3/06/21

3/20/21

Spring break is Monday, March 29th - Sunday, April 03, 2021

03/27/21

4/17/21

5/01/21

04/10/21

4/24/21

5/08/21

**SW680 A/B Fall & Spring Activities
AY2020-2021****Fall Semester**Weeks 1 – 4:**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 5. 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: Personal Identity Wheel

Social justice education poses cognitive challenges through the content on social justice and raises questions about unexamined beliefs, biases, misinformation, stereotypes, and firmly established ways of thinking. Social justice education pedagogical strategies have been developed to pose contradictions and support students' reflection of their intellectual and emotional connections to their attitudes and beliefs learned at home, school, and in religious communities. Critical reflection about one's social positions and identities and critical thinking about structural inequities are the objectives of social justice education. The goal is to challenge and stretch students, both cognitively and emotionally (Adams, 2016).

The Personal Identity Wheel prompts students with identifying personal aspects of themselves. The syllabus (page 5) includes questions for students to respond to but you can use others. (Identify three areas of your personal identity and discuss how they enhance your social work practice. What areas influence your self-care strategies?) Further, you can move more deeply into a dialogue by asking more specific questions

related to an area. (Favorite Food – Does the dish remind you of someone or situation in your life?)

Weeks 5 – 10:

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.

Weeks 11 – 14:

SSW PE 2.2 PRACTICED

SSW PE 3.1 PRACTICED

Activity #5: Critical Consciousness Inventory

Activity #5: Critical Consciousness Inventory

Paulo Freire created the concept of critical consciousness in his work to help Brazilian peasants understand the political systems and social constructs that reinforced their oppression rather than accept their situations as fate and unavoidable (1970). Critical consciousness meant to work in solidarity with others to question, analyze and challenge oppressive conditions in their lives rather than accepting them, blaming each other or believe their circumstances were fate. The goal of critical consciousness is to develop awareness of social and political factors that create oppression, analyze the patterns that sustain oppression and the interest it serves, and take action to work democratically with others to reimagine and remake the world in the interest of everyone (Bell, 2016).

The Critical Consciousness Inventory is a tool to help students identify which stage of consciousness they are currently in. A collective dialogue and brainstorming to identify purposeful ways to enhance one's critical consciousness can be encouraged. During spring, critical consciousness is revisited.

Spring Semester

Weeks 1 – 4:

Activity #1: Critical Consciousness Exercise

What personal and professional experiences have been helpful with enhancing your critical consciousness? What can you do with intention to heighten your critical consciousness?

Weeks 5 – 10:

SSW PE 10.3 PRACTICED

Activity #2: Praxis – Critical Reflection and Practical Action Exercise

Praxis as an educational tool refers to the integration of learning goals with pedagogical process that together encourage reflection and action to create change. Pedagogy involves the entire educational system that is in need of critical review and modification, including the schooling function, curriculum, and pedagogy. Pedagogy is used to increase consciousness about students everyday lives (internship experiences) that are meaningful so that they can take action to effect change (Adams, 2016).

Praxis Activity

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1. Talk about a difficult day at your internship and what it taught you. How will you approach that similar situation as a result of what you learned?

References:

Adams, M. (2016). Pedagogical Foundations for 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. 27). Routledge.

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.

Finn, J. L. (2016). *Just practice: A social justice approach to social work*. Oxford University Press.

Rendon, L. I. (2009). *Sentipensante (sensing/thinking) pedagogy: Educating for wholeness, social justice and liberation*. Stylus Publishing, LLC.

