**San José State University
School of Social Work**
**ScWk 230, Social Work Practicum I,**

# Sections 1-11, Fall 2014

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| Instructor: | Section 1: Laura ChinSection 2: Blanca TavaraSection 3: Jennifer JacksonSection 4: Anna Fimbres-WindleySection 5: Barbara WatkinsSection 6: Cilla ShaffarSection 7: Valerie SmithSection 8: IV-ESection 9: Jenny HundemerSection 10:  |
| Office Location: | Please check with individual instructor |
| Telephone: | Please check with individual instructor |
| Email: | Please check with individual instructor |
| Office Hours: | Please check with individual instructor |
| Class Days/Time: | Please check with individual instructor |
| Classroom: | (Please check with individual instructor |
| Prerequisites: | Co-requisite: ScWk 220 |

## Canvas and MYSJSU Messaging

Our course, ScWK 230, will be using San Jose State’s online learning management system **Canvas** for the upcoming semester.

**Login URL:** <http://sjsu.instructure.com>

Please note that it should NOT have the “www” at the start of the URL like many other websites.

**Username:** SJSU 9-digit ID number.

**Password:** Self-generated password for your SJSUOne account.

**It is recommended that you visit the eCampus Canvas website at** <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>. For questions regarding the course or course materials, please contact me, the instructor.

**For issues related to Canvas, please contact the eCampus Help Desk.** The Help Desk can give technical support for issues encountered in Canvas Courses.

* Phone: (408) 924-2337
* Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx>.
* While logged into Canvas, click on the word **Help** on the upper right corner of the screen.

You are responsible for regularly checking with the messaging system through MySJSU (or another communication system as indicated by the instructor).

**Catalog Description**

## Development of transcultural practice skills with families, groups, and individuals in their social contexts. Emphasis on developing professional roles and relationships, applying multi-systems assessment and interventions, particularly with Latino, African American, and Asian American clients/client systems. (4 units. CR/NC. Co-requisite: ScWk 220.)

## Course Description

In the social work field practicum, students are placed as an intern in a community-based social services agency. In this placement, students receive supervised training in professional development as a social worker. During the first semester of the field practicum, each student will assess and provide intervention to individual clients in an ethical manner consistent with social work values. Students learn to develop helping relationships with clients as they utilize a transcultural generalist approach to their client work.

The Fieldwork Seminar supplements the practicum with training and support in critical issues of professional development. In the seminar, students will explore how one develops into a professional social worker, including an examination of values, roles and responsibilities, and of legal and ethical obligations. Students will gain practical knowledge to help them respond to difficult and challenging situations in their internships at the micro, mezzo, and macro levels.

## Course Competencies & Practice Behaviors (Student Learning Objectives)

The following competencies are realized through this course:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research informed practice and practice informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Upon completion of ScWk 230 students will be able to:

1. Advocate for client access to the services of social work (PB 1a) (Professional Identity)
2. Practice personal reflection and self-correction to assure continual professional development (PB 1b) (Professional Identity)
3. Attend to professional roles and boundaries (PB 1c) (Professional Identity)
4. Demonstrate professional demeanor in behavior, appearance, and communication (PB 1d) (Professional Identity)
5. Engage in career-long learning (PB 1e) (Professional Identity)
6. Utilize supervision and consultation (PB 1f) (Professional Identity)
7. Recognize and manage personal values in a way that allows professional values to guide practice (PB 2a) (Ethical Practice)
8. Make ethical decisions by applying standards of the NASW Code of Ethics and other applicable codes of ethics (PB 2b) (Ethical Practice)
9. Tolerate ambiguity in resolving ethical conflicts (PB 2c) (Ethical Practice)
10. Apply strategies of ethical reasoning to arrive at principled decisions (PB 2d) (Ethical Practice)
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom (PB 3a) (Critical Thinking)
12. Analyze models of assessment, prevention, intervention and evaluation (PB 3b) (Critical Thinking)
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities & colleagues (PB 3c) (Critical Thinking)
14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power (PB 4a) (Diversity)
15. Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups (PB 4b) (Diversity)
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c) (Diversity)
17. View themselves as learners and engage those with whom they work as informants (PB 4d) (Diversity)
18. Understand the forms and mechanisms of oppression and discrimination (PB 5a) (Social Justice)
19. Advocate for human rights and social and economic justice (PB 5b) (Social Justice)
20. Engage in practices that advance social and economic justice (PB 5c) (Social Justice)
21. Use practice experience to inform scientific inquiry (PB 6a) (Research Informed Practice/Practice Informed Research)
22. Use research evidence to inform practice (PB 6b) (Research Informed Practice/Practice Informed Research)
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (PB 7a) (Theoretical Framework)
24. Critique and apply knowledge to understand person and environment (PB 7b) (Theoretical Framework)
25. Analyze, formulate, and advocate for policies that advance social well being (PB 8a) (Policy)
26. Collaborate with colleagues and clients for effective policy action (PB 8b) (Policy)
27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological advancements, and emerging societal trends to provide relevant services (PB 9a) (Change)
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PB 9b) (Change)
29. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities (PB 10.1a) (Engagement)
30. Use empathy and other interpersonal skills (PB 10.1b) (Engagement)
31. Develop a mutually agreed on focus of work and desired outcomes (PB 10.1c) (Engagement)
32. Collect, organize and interpret client data (PB 10.2a) (Assessment)
33. Assess client strengths and limitations (PB 10.2b) (Assessment)
34. Develop mutually agreed-on intervention goals and objectives (PB 10.2a) (Assessment)
35. Select appropriate intervention strategies (PB 10.2d) (Assessment)
36. Initiate actions to achieve organizational goals (PB 10.3a) (Intervention)
37. Implement prevention interventions that enhance client capacities (PB 10.3b) (Intervention)
38. Help clients resolve problems (PB 10.3c) (Intervention)
39. Negotiate, mediate, and advocate for clients (PB 10.3d) (Evaluation)
40. Facilitate transitions and endings (PB 10.3e) (Evaluation)
41. Social workers critically analyze, monitor and evaluate interventions (PB 10.4a) (Evaluation)

## Title IV-E Competencies:

This class address the following Title IV-E competencies: CA 1.a; CF 1.b; CF1.d; CF 1.e; CF 1.f; CF 1.g; CF 2.a; CF 2.b; CF4.a; CF 4.bCF 4.c; CF 7.a; CF 10(a).a; CF 10(a)b; CF 10(b)b.

## Required Readings

The following is required:

Class handouts;

MSW Student Handbook for the 2014-2015 academic year (available online through the SSW Field Education website - [www.sjsu.edu/socialwork/fieldeducation)](http://www.sjsu.edu/socialwork/fieldeducation%29).

### Optional Readings

Birkenmaier, Julie & Berg-Weger, Marla (2007). *The practicum companion for social work: Integrating class and field work*. Boston, MA: Allyn and Bacon.

Sweitzer, F. H. & King, M. A. (2004). *The Successful Internship: Transformation and Empowerment in Experiential Learning*. Belmont, CA: Brooks/Cole.

Ward, K. & Mama, R.S. (2010). *Breaking out of the box: Adventure-based field instruction.* Chicago, Il.: Lyceum.

## Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the [Social Work Research Guide](http://libguides.sjsu.edu/scwk) available at [http://libguides.sjsu.edu/scwk.](http://libguides.sjsu.edu/scwk) The Social Work Library Liaison is: Teresa Slobuski, who may be reached by phone (408.808.2318) or email (Teresa.Slobuski@sjsu.edu).

## Classroom Protocol

Students are expected to arrive on time for seminars, participate in exercises, and to be attentive to discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work.

## Practicum Protocol

Students are expected to arrive on time for their practicums. They are expected to be attentive to training and directions, and to ask for support as needed. They are expected to participate in trainings, meetings and case conferences and to follow directions of Field Instructors. It is important to be courteous and respectful to ones peers as well as to field instructors and other agency personnel. Students are expected to follow the NASW code of ethics at all times. Students are asked to refrain from using cell phones, earphones or other devices except during breaks. Students are expected to use computers for practicum related work.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html.](http://info.sjsu.edu/static/catalog/policies.html) [Add/drop deadlines](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic\_programs/calendars/academic\_calendar/.](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) The [Late Drop](http://www.sjsu.edu/aars/policies/latedrops/policy/) [Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/**.**](http://www.sjsu.edu/aars/policies/latedrops/policy/) Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at [http://www.sjsu.edu/advising/.](http://www.sjsu.edu/advising/)

## Assignments and Grading Policy

The Practicum and Fieldwork Seminar are taken as a credit/no credit course and will be evaluated by both the Field Instructor and the Faculty Field Liaison. The assignments are based on the variety of learning experiences that take place throughout the semester. All written Assignments are to be submitted through Canvas on the date due.

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| **Assignment** | **Points** | **Due Date** | **Course Student Learning Objective/ (SLO)** | **(Practice Behaviors)** |
| Learning Agreement | Credit/No Credit | 10/6/2014 | Course SLO 1,  | PB 1b, 1c, 1e, 1f,  |
| **Assignment** | **Points** | **Due Date** | **Course Student Learning Objective/ (SLO)** | **(Practice Behaviors)** |
| Mid Semester Evaluation (FI-1) | Credit/No Credit | By 10/27/2014 | Course SLO 1 | PB: 1b, 1c, 1e, & 1f |
| Process Recording on assigned individuals or groups | Credit/No Credit | By 12/8/2014 | Course SLO 1, 2, 3, 4, 7, & 10 | PB: 1b, 2a, 3c, 4b, 7a & 10.1b, 10.2a, & 10.4a |
| CommunityProject Proposal | Credit/No Credit | By 11/17/2014  | Course SLO 4 | PB: 4a, 4b, 4c, & 4d,  |
| Interventions with Assigned Clients  | Credit/no credit | ongoing | Course SLO 1, 2,3, 4, 5, 6, 7, 8, 9,10 | PB: all |
| Weekly Supervision with FI | Credit/no credit | ongoing | Course SLO 1, 2,3, 4, 5, 6, 7, 8, 9,10 | PB: all |
| Professional Activities  | Credit/no credit | ongoing | Course SLO 1, 2, 3, 4, 5, 6, 7, 8, 9, &10 | PB: all |
| Seminar Participation | Credit/No Credit | Monthly | Course SLO 1, 2, 3, 4, 5, 6, 7, 8, 9, &10 | PB: all |
| Description of Agency | Credit/No Credit | By 12/8/2014 | Course SLO 1 | PB:1b, 1c |
| Bi-weekly Journal | Credit/No Credit | Bi-weekly | Course SLO 3 | PB: 3b |
| Evaluation of Student by FI (FI-2) | Credit/no credit | By 12/8/2014 | Course SLO 1, 3 | PB: 1b, & 3c |

**Grading**

In order to receive “Credit” for this course, all assignments and learning activities must be completed. In addition, one or more of the following reasons may also result in a grade of No Credit: incomplete hours for field practicum; incomplete or inadequate performance on assignments; consistent delays in submission of assignments; inadequate understanding or adherence to the NASW code of ethics; and poor performance appraisal of student by field instructor.

**Penalty for Late Work**

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), please discuss your situation with me 24 hours prior to the time the assignment is due. In order to receive credit for this course all assignments must be completed and recommended changes should be addressed fully.

**Assignment 1: Learning Agreement**

The student and the field instructor are asked to develop a written agreement or Practicum Learning Agreement to help with the student’s personal and professional growth. This document encompasses the expectations of each in relation to teaching and learning objectives, assigned tasks, operating procedures, and issues around illness. Responsibility for negotiating and preparing the Practicum Learning Contract is shared between the assigned field instructor and the student intern. The student is responsible for submitting the Practicum Learning Agreement to their FFL on the date indicated on the practicum calendar. This learning contract is used as a guideline by the student, the FI, and the FFL in planning field assignments and evaluating performance.

**Assignment 2: Process Recordings**

Complete process recordings on assigned cases or group recording as determined by the FI, in consultation with the student. A minimum of one process recording per semester (including the Field Instructor’s comments and feedback) will be reviewed by the student’s FFL.

**Assignment 3: Community Project Proposal**

The Community Project provides students with hands-on experience in identifying and addressing a social problem or issues, and in finding a response or a solution. The proposal and agency approval form are due in the fall. The proposal includes a description of the community problem or issue and population concerned, describes the intervention addressing the problem or plan, model or theory of implementation, project logistics, a description of the agency and role of the intern. Please see the Community Project Proposal Paper guidelines for specific assignment details.

**Assignment 4: Interventions with Assigned Clients**

Complete a minimum of three to five (3-5) case assignments with individuals or groups. All students should have the opportunity to deliver social work services to individuals or groups who have a cultural background other than that of themselves in order to develop skills in transcultural practice.

**Assignment 5: Weekly Supervision with FI**

Meet weekly with the Field Instructor for supervision. Come prepared to supervision to ask questions regarding delivery of social work services to assigned individuals or groups. Follow directions of field instructor and request clarification when needed.

**Assignment 6: Professional Activities**

Attend staff meetings, agency trainings, group supervision, consultation and case presentations as available. Use agency resources as they are available to engage in learning and gain exposure to professionalism in the field.

**Assignment 7: Seminar Participation**

Attend Field Seminars as scheduled. Students are expected to attend seminar and be prepared to participate. If students are unable to attend they must let the FFL know in advance and complete an alternative assignment. The alternative assignment will be a three-page written report about the missed topic of the field seminar and will relate to the student’s experiences in their field placement. Failure to complete a makeup assignment will result in a No Credit grade which means the student would fail the entire field education course.

**Assignment 8:** **Description of Field Placement**

Completion of the Description of the Field Placement assignment due by December 8, 2014. Please see the Description of Field Placement assignment guidelines for specific assignment details.

**Assignment 9: Bi-weekly Journal**

Completion of the bi-weekly journal assignment due on dates stated in attached description of the assignment. Please see the description of the bi-weekly journal assignment guidelines for specific assignment details.

**Assignment 10: Evaluations**

Completion of the mid semester evaluation (FI-1) due by 10/27/13. Completion of the Evaluation of the Student by the Field Instructor (FI-2) due by December 11, 2014.

**Required Hours in Assigned Placement:**

Complete a minimum of sixteen (16) hours per week over the course of sixteen weeks (16) weeks in the MSW approved agency to which the student is assigned. A minimum of 224 hours or 28 days in placement is required for the fall semester. Placement begins on 9/2 and ends on 12/18. Placement for SCWK 231 in Spring begins on 1/6/15 for students. Students must remain in their assigned placement through the final week of field according to the field calendar each semester.

**Class Participation:**

Students will be assessed on the quality, and depth of their participation in seminar discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss their field work, and provide insights on issues from their own special knowledge and expertise. Students should notify the FFL in advance if they are not able to attend class or if they need to leave class early.

**APA Format and Writing Requirements:**

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

### University Policies

#### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s [Academic Integrity policy,](http://www.sjsu.edu/senate/S07-2.htm) located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical](http://www.sa.sjsu.edu/judicial_affairs/index.html) [Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) website is available at http://www.sa.sjsu.edu/judicial\_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors

#### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) [Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD\_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

### School of Social Work Policies

#### School of Social Work Writing Policy

Instructors will decide to which assignment(s) the policy will be applied. The instructor will assess student writing within five areas: 1) structure, 2) flow, 3) depth, 4) use of sources (APA), and 5) conventions (grammar, etc...). Students will receive feedback on their performance on these 5 areas within the specific context of the course content. Students who receive an assessment of ***not adequate***within one or more of the 5 writing domains may be given the option of re-writing the paper, according to the instructor's discretion.

Structure: Well-structured papers have a logical organization that guides the reader through the topic so that the reader has a clear understanding of how the different parts of the paper fit together.

Flow: Papers that flow well include smooth transitional sentences between paragraphs that help summarize and connect the main points of the paper, as well as fully-developed paragraphs.

Depth: Papers with strong depth reflect a comprehensive review and analysis of relevant content and demonstrate strong critical thinking skills by developing unique perspectives from which to view the topic.

Use of sources: Papers that use sources well include an integration of academic sources so that references are smoothly integrated into the paper topic and are organized around core ideas. Quotations are limited to statements that are particularly striking or examples in which the source’s precise wording is important and APA is used correctly and consistently (see the APA handout)

Writing conventions: Papers should follow the grammatical and spelling conventions of standard English, including correct grammar, punctuation, spelling, and sentence structure (see the Writing Guide)

#### Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) (http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

#### SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer](http://peerconnections.sjsu.edu/) [Connections](http://peerconnections.sjsu.edu/) website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu/) for more information

#### SJ SU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center](http://www.sjsu.edu/writingcenter/about/staff/) website is located at [http://www.sjsu.edu/writingcenter/about/staff/.](http://www.sjsu.edu/writingcenter/about/staff/)

**ScWk 230, Social Work Practicum I, Fall 2014**

This schedule is subject to change with fair notice. I will announce any changes in class.

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| **Seminar** | **Date** | **Topics, Readings, Assignments, Deadlines** |
| 1 | Sept seminar | Over view of Seminars and ExpectationsCourse structure, assignments, expectations (including process recordings), and Learning AgreementWhat are your strengths that you bring to your internship? What are you concerned or anxious about regarding your internship? What are you looking forward to? How do you manage your anxiety?Revisit risk management and safety in the field specific to student’s agencies. What are the security and safety procedures and protocols at your agency? What kinds of high risk clients or situations are you likely to encounter? How does your agency prepare employees and interns to handle these situations?Use of supervision - Expectations of FI, supervision hour, expectations of intern.Toolbox for micro practice. |
| **Seminar** | **Date** | **Topics, Readings, Assignments, Deadlines** |
| 2 | Oct. Seminar | Transcultural Practice in Internship Agencies & Developmental Stages of An Internship **PB: 4 (a)(b)(c)(d) (Diversity)*** + Transcultural practice in placement agencies
	+ Discussion regarding the intersection of agency and personal beliefs.
	+ Review of developmental stages of an internship
	+ Process recording guidelines
	+ Review community project guidelines and discussion of project ideas.

**Reading: Developmental Stages Handout****Learning Agreement Due 10/6/14** |
| 3 | Nov. Seminar | Challenges, Strategies and Pitfalls of Assessment & Intervention at Placement Agencies **PB: 2 (a) (Ethics) and 10 (1a)(2a)(2b)(Engagement & Assessment)*** Transcultural assessment and intervention experiences with attention to issues of confidentiality and ethics.
* Risk screening vs. assessment – similarities and differences.
* Experience of transference and countertransference.
* SUPERVISION: How is it going? What issues/concerns have come up? How to address them.
* Distribute outline for next month’s case formulation discussion.

**Reading: Transference and Countertransference PowerPoint****Community Project Proposal Due 11/17/14** |
| **Seminar** | **Date** | **Topics, Readings, Assignments, Deadlines** |
| 4 | Dec. Seminar | Case Formulation and Treatment Planning for Clients **PB 10.2(d)(Intervention)*** Case formulation and treatment planning in the context of placement agency.
* Preparing for the first interview – setting the tone, establishing a theoretical orientation, considering your approach.
* Preparing for break and professional accountability
* Review of the semester’s practice and student learning.

**Reading: Case Formulation Handout****Process Recording Due 12/8/14****Description of Field Placement Due 12/8/14****Evaluation of the Student by the FI (FI-2) Due 12/8/14** |