

BASW Field Manual

CSUSB School of Social Work



2019-2020

PURPOSE

This field manual is designed to inform and guide BASW students, field instructors, preceptors, field liaisons, and others who are currently, or prospectively interested in, participating in the BASW field education program at California State University, San Bernardino. It is designed to answer the most frequently asked questions about the BASW field education program and its policies and procedures, as well as to clarify expectations, rights, and duties of all involved in a social work field education program. If you have any questions or feedback about any aspect of our BASW field education program or any material addressed in this field manual, you are always welcome to contact the BASW Field Education Coordinator and other field faculty, and the School fax number is (909) 537-7029.

The contents of this manual are based on best practices within the field of social work guided by the National Association of Social Workers (NASW) Code of Ethics, standards outlined through the Council on Social Work Education (CSWE) and policies specific to the University and the School of Social Work. Manuals from several Southern California Graduate Schools of Social Work (USC, CSULB, UCLA and Sacramento State University) were reviewed to assist in the development of the Field Manual. Valuable suggestions and information were also provided by past and current department chairs, faculty members, field instructors, liaisons and BASW students.

**CSUSB School of Social Work
Student Professional Field Commitment Form**

**To all social work students: Please complete and electronically sign this form in the Intern Placement Tracking system (IPT)
(IPT → www.alceasoftware.com)**

I have read and understand:

1. Objectives of Field Practicum	Yes	No
2. Sequence of Field Class	Yes	No
3. Roles and Responsibilities of Field Staff	Yes	No
4. Roles and Responsibilities of Field Instructor	Yes	No
5. Roles and Responsibilities of Field Liaison	Yes	No
6. Expectations for Field Performance	Yes	No
7. Learning Plan Agreement Form	Yes	No
8. Outcome Evaluation	Yes	No
9. Grading Policies for Field Practicum	Yes	No
10. Problem Solving Process	Yes	No

If you have marked 'no's' to any of these areas, please make an appointment with the BASW Field Education Coordinator (Dr. Shon) to clarify any confusion.

This form should be completed and signed in IPT by your second week of field.

Student Signature _____

Print Name _____

Date _____

ARE YOU READY FOR FIELD?

- _____ Have you informed the BASW Field Coordinator, in writing/e-mail or in person, of ANY incident that you have had with the criminal justice system that in any way could impinge on your ability to intern with any class of clients or at your agency in general?
- _____ Have you completed, signed, and dated the above online Student Professional Field Commitment Form at IPT's website?
- _____ Have you completed SW 300A and B, 302A and B, and SW 301 with a grade of C or better?
- _____ Is your overall GPA 2.5 or better?
- _____ Have you interviewed at your field placement agency and been accepted by the field instructor and agency verbally or in writing?
- _____ Have you checked with your agency about any pre-placement procedures required – background checks, orientations, etc.?

**If you answered “yes” to all these questions,
*then you are ready for Field!***

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1.0 INTRODUCTION, SCHOOL AND PROGRAM MISSION AND GOALS

Welcome to the California State University, San Bernardino, Bachelor of Arts in Social Work Field Practicum Program. This Field Manual has been developed to provide information and guidance for students, Field Instructors, faculty, and others involved in the Field Program. The manual begins with a brief overview of the mission and goals of the School of Social Work, the objectives of the BASW program and curriculum. Next, the purpose and structure of the Field Practicum program is covered, including required hours, criteria for admission to field education, placement procedures, procedures and qualifications for selecting field sites and instructors, expectations of students in the field, and the learning agreement that shapes the student experience in the Field Practicum. The most current copy of the Manual will be maintained on the CSUSB School of Social Work website.

The field education program is a means to achieve the goals of the BASW Program at CSUSB. It is structured to meet the Accreditation Standards of the Council on Social Work Education (2015, CSWE), in particular Standards 2.2- Field Education and Accreditation Standards (EPAS, 2015) nine Core Competencies.

1.1 School of Social Work Mission

CSUSB's School of Social Work Social Work program provides accessible, dynamic, and rigorous academic programs that prepare students with generalist and specialized advanced generalist professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

Accessibility means that we attract and retain a student population reflective of the region's population and provide social work education opportunities to students in previously unserved areas.

Dynamic means that we change and innovate to reflect changes in the professional knowledge base, technology for practice and teaching, regional demographics and needs, and national and global trends that affect human well-being.

Rigor means that the education is rigorous as demonstrated by comprehensive assessment of the values, knowledge and practice competencies that we expect our students acquire during the program.

Serving the diverse populations and communities of our region, state and world means that our programs prepare students for practice in a regional, state and global context of dynamic diversity.

1.2 Accreditation Standard 2.2—Field Education

The field education program goals and learning objectives incorporate the overall goals of the School of Social Work Program at CSUSB. Field Practicum, Field Seminar, and Field Events are structured to meet the Accreditation Standards of the Council on Social Work Education (2015, CSWE), in particular Standard 2.2-Field Education and incorporates the nine Social Work Competencies.

The program discusses how our field education program:

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- 2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- 2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years' post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program (CSWE, 2015).

A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals (CSWE, 2015).

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice (CSWE, 2015).

Competencies

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

1.3 BASW PROGRAM MISSION

CSUSB's School of Social Work provides accessible, dynamic, and rigorous academic programs that prepare students with generalist and advanced generalist professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

1.4 BASW PROGRAM GOALS

1. Enhance social work educational opportunities for students within our region and in unserved areas through increasing accessibility and program completion, especially for first generation college students, students from the dynamically evolving ethnic communities in our region, and students in remote areas.
2. Continually update curriculum and teaching practices with current research and best practices reflective of the needs and trends of our region, nationally, and globally.
3. Offer and measure attainment of a competency-based, foundation and advanced level curriculum consistent with the needs of our area for practice skills with individuals, families, groups, organizations, communities and the skills of policy advocacy.
4. Offer a curriculum that emphasizes practice consistent with the aims and values of the social work profession and that meets the needs of diverse, vulnerable, and underserved populations, especially in our region.
5. Support faculty in providing leadership to the profession and to the community with their research and expertise.

2.0 THE BASW CURRICULUM

The Bachelor of Arts degree in Social Work (BASW) encompasses a liberal arts perspective and a professional foundation. The liberal arts perspective provides broad-based knowledge and prepares students to think critically and communicate effectively about society, people and their problems, art, literature, science, history, and philosophy. The liberal arts base is gained through required general education courses and other specified prerequisites.

The professional foundation teaches students about social work values and ethics, human behavior and the environment, social work practice, research, social welfare policy and services, and provides the opportunity to apply this knowledge through field practicum.

The BASW prepares students for generalist social work practice for work in agency settings with individuals, families, groups, and communities who are encountering problems related to personal or social circumstance. The curriculum is intensive and exciting and applies to a wide variety of social work client populations. The BASW upper division curriculum was developed based upon the standards of the Council of Social Work Education (CSWE), the national accrediting body for social work programs.

Below is a table indicating the courses in the major and when they are taken. More detailed information on the curriculum is available in the BASW Student Handbook and the Social Work School Website at <http://socialwork.csusb.edu>

Table 1: Courses in the Social Work Major

COURSE	PREREQUISITE
SW 200 Introduction to Social Work	Pre-major course
SW 300A Policy I	Admission to Major
SW 300B Policy II	SW 300A
SW 302A Human Behavior in the Social Environment I	Admission to Major
SW 302B Human Behavior in the Social Environment II	SW 302A
SW 301 Research	Admission to Major
SW 400A Social Work Practice: Individuals	Completion of courses below 400 level and consent of instructor
SW 400B Social Work Practice: Families and Groups	400A and consent of instructor
SW 400C Social Work Practice: Organizations and Communities	400B and consent of instructor
SW 401A Field Work	Completion of courses below 400 level and consent of instructor
SW 401B Field Work	Completion of courses below 400 level and consent of instructor
SW 401C Field Work	Completion of courses below 400 level and consent of instructor
SOC 590 Elective	Special topics in social work. May be repeated for credit with consent of instructor as topics change.

Prerequisite: junior, senior or graduate standing.
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3.0 THE BACCALAUREATE FIELD PRACTICUM: PURPOSE AND STRUCTURE

3.1 Purpose

Field Work plays a pivotal role in the BASW curriculum. It offers the opportunity to apply, refine and integrate conceptual based knowledge acquired in the classroom with real life experiences in social agencies.

Field Work at the CSUSB School of Social Work consists of three components: 1) field practicum, 2) field events, and 3) field seminar. Through field work, field events and field seminar students will be able to demonstrate knowledge and level of competence necessary to enter professional practice. The field experience and classroom should be mutually reinforcing in all curricular areas: research, human behavior, social policy, and practice with individuals, groups, organizations and community.

3.2 Structure

3.2.1 Placement Concurrent with Classes

There are three sequential field practicum courses (401ABC) that run concurrently with classes. We believe the best transfer of learning takes place when students are able to practice the skills they are learning in a real social work environment at or around the time they are learning these skills. Students have the opportunity in class to learn "about" skills (such as interviewing) in a cognitive way and then to practice them in class role plays. They see the instructor demonstrate skills (and/or videotaped examples) and then they practice skills and see others practice skills. While these learning experiences are still very fresh in their minds, students have the opportunity to practice these same skills in their field placements. Students then have the opportunity to provide the class and instructor with feedback on how interviewing was actually experienced in a social work agency and/or to process it with field instructors and in the Field Seminar.

3.2.2 Student Involvement in Placement Choice

BASW field placements are assigned by the BASW Field Coordinator or BASW Title IV-E Field Coordinator. The student's interest, learning needs and agency availability are taken into consideration. (See 'FIELD PRACTICUM; PLACEMENT PROCESS AND REQUIREMENTS' for further detailed information)

3.2.3 Four Areas of Practice Experience

Students are expected to complete field practicum assignments in four areas of practice.

- Areas of MICRO practice include:
 1. Working with individuals & Families
 2. Working with small groups
- Areas of MACRO practice include:

3. Working with agency administration
4. Working with communities

4.0 ADMINISTRATIVE POLICIES AND PROCEDURES

4.1 Orientation

Students attend two pre-field orientations, one in the spring prior to their senior year and one in August prior to their senior year. The pre-field in spring reviews the placement process and field program requirements. The mandatory August orientation reviews the field program mission, policies and structure, documentation, competencies, and expected outcomes. The purpose of orientation is to provide an overview of the various roles, responsibilities and expectations of the student, Field Instructor, Faculty Liaison, and Coordinator of Baccalaureate Field Education. It also provides an opportunity to discuss issues and concerns with various faculty members, Field Instructors, and students involved in the educational process. The orientation will also focus on the details of the field components and requirements. Additionally, the students will be oriented to the IPT (Intern Placement Tracking) online software, which is where students, field instructors, and field liaisons perform vital field tasks, such as developing the Learning Plan Agreement, quarterly evaluations, etc. All students are expected to attend this orientation. ***Students cannot enter the field practicum if they do not attend field orientation.***

Prior to attending the field orientation, students are required to complete three pre-field online modules that include 1) Child Abuse and Mandated Reporting, 2) Adult Protective Services and Mandated Reporting and 3) Ethics and Boundaries (i.e. Ethics vs. Law, Confidentiality, Mandated Reporting, HIPAA, Advertising Professional Services, Duty to Protect, Cultural Competence, Informed Consent, Multiple or Non-Sexual Dual Relationships and Sexual Relationships with Clients).

4.2 Confidentiality

Students must follow the NASW Code of Ethics and all agency policies on confidentiality. All related schoolwork, including class discussions and written material, should not contain client names or other identifying information and should be adequately disguised to preserve client anonymity.

Students must read, understand, and agree to abide by all HIPAA laws and regulations. Students are expected to know the specific practices related to HIPAA at their assigned agency. Students who violate HIPAA will be referred to the Student Review Committee and risk immediate dismissal from the Social Work program.

Students should be aware of the impact and consequences of electronic media on possible breaches of confidentiality. Students should **never** have the phone numbers of clients in their cell phone or computers. Students are also not to disclose any information about clients on social media such as Facebook, Twitter or Skype. Personal cell phones, lap top computers, black berries, ipods, etc. should not be taken to field placement sites.

When confidentiality cannot be maintained, the student must obtain a written consent for release of confidential information appropriate to the agency's procedure on confidentiality.

4.3 Practicum Hours

Students are expected to be in their field practicum a minimum of 160 hours per quarter (16 hours per week), or 480 hours during their senior year to complete the Bachelor of Arts in Social Work degree. Agencies, as a condition of accepting students for placement or in consideration for pay, may require additional hours. Such requirement must be mutually understood and accepted prior to placement. The nature of clients' needs is primary and may require additional hours. These hours are a condition of placement and cannot be credited toward future practicum time to shorten the quarter or enable the student to complete the field placement before the end of each academic quarter.

Students are responsible for observing regular agency working hours and internship schedule as arranged by the field instructor. Students cannot be absent more than one field day per quarter and are required to make up hours. **Students who miss, or anticipate missing, more than one day, whether consecutive or not, regardless of the situation, are required to notify their field instructor and field liaison to discuss the situation at the time of the event.** The agency should also keep a record of attendance in order to certify the completion of a specific number of practice hours at the end of the quarter. Students are required to complete and electronically sign the time sheet form located in IPT (Intern Placement Tracking data system) at the end of each quarter in order to receive credit.

Placement hours are typically between 8 a.m. through 5 p.m. Some placements may require some evening hours or weekend hours; however, these are rare and the exception. The School stresses the importance of being available during typical work hours (8am-5pm); otherwise, the student may not be able to secure a field placement given the agency's work hours. Students must be available to participate in the daily operations of the agency, i.e. orientations, staff meetings, case conferences, in-service trainings, etc.

Students may not begin their placements before the start of the fall quarter and must follow the academic calendar posted on the CSUSB website. The School Social of Work assumes no responsibility for any student who engages in field activities outside the specified policies and those time periods listed on the Learning Plan Agreement. If a student is asked to begin internship prior to the start date specified in the Master Field Calendar the student is **required** to contact and seek approval from the Director of Field Education and the BASW Field Coordinator. Alternative schedules require a written approval by the Director of Field Education and the BASW Program Field Coordinator.

Note: Some agencies operate on a semester system schedule, which requires students to begin late August and end between mid-May or mid-June. Unless a semester schedule is negotiated with and approved by the university, it will not be approved and the student will be required to complete a regular internship schedule, beginning in September and ending in June, as indicated on the BASW Field Calendar.

Students are **not** permitted to work extra hours during the quarter with the intention to "bank" field hours to complete any quarter before the official last day of field placement. Students are not allowed to "roll" hours over to the next quarter. However, students, only with the permission of their field instructor, preceptor, and field liaison, may accrue a maximum of 24 hours (3 days) during the academic year to compensate for any days missed in field as the result of illness, personal/family emergency, etc. Students, however, should not use these days for other purposes, such as study for exams and need to seek approval from the agency field instructor to utilize the hours accrued. There are a few exceptions to this, primarily school-based placements where the time schedule is client-driven. The purpose of the limitations is to ensure that field practicum stays in sequence with practice classes.

Leaving a placement early can have very serious consequences including a student being accused of client abandonment and abandoning the work site. It could result in termination of the practicum by the agency.

Students are not permitted to complete academic homework or employment work during internship hours. Internship hours are for the sole purpose of gaining practice experience. Logging field work hours while completing work other than agency specific assignments or documentation related to field work, such as process recordings, is unethical and can be considered falsifying hours.

All students are expected to remain in the same field practicum site for the entire academic year for which the assignment is made. Any student who discontinues their practicum assignment prior to the end of the academic year (or before all requirements are met) for any reason **may** be required to begin the entire yearlong field practicum experience again. This requirement applies regardless of whether academic credit has been received for any part of the practicum assignment that is being terminated.

No block placements (40 hours per week) are available and no social work fieldwork is currently available in the summer. Internships typically do not extend into the summer months beyond the School's official last day of Field. However, if an agency wishes to retain their intern to continue work beyond this date, the student is no longer operating as a student intern of the CSUSB School of Social Work. Accordingly, the student is not covered by the University's malpractice policy beyond the official last day of Field.

4.4 Attendance and Punctuality

Students are responsible for observing regular agency working hours as arranged by the Field Instructor. Students are responsible for maintaining a record of field hours in IPT. At the end of each quarter, the student and field instructor sign the time log. Students might be required to complete an agency time sheet, but this does not replace the time log completed in IPT.

Students are expected to arrive to field placement on time (i.e., *before* the start of their shift) and not leave until their entire shift is completed. Field is to be approached like a "real job" and you are accountable as such. Attendance and punctuality reflect well (or poorly) on a professional and remember that you may one day need a letter of recommendation from your field instructor and/or preceptor when you apply for an internship/job at another agency. Any time missed from field placement must be made up, as well as any supervision and assignments, within a reasonable time, which should be ASAP. *Please refer to Student Handbook regarding our Policy on Course Absences.*

4.5 Furloughs and Mandated Time Off

Some agencies mandate their employees to take furloughs from work or other time off, for example, the day before or after a holiday. These are not regular holidays. Therefore, if the student's placement time is affected, such time would need to be made up by the student.

4.6 Holidays

Students are allowed those holidays observed by BOTH the agency or the University, and can receive 8 hours of credit, **with agency consent**. **However**, if the agency requires a student to make up hours based on the number of holidays that fall on an internship day, or due to continuity of care for the clients being served, the student is required to follow the request of the agency. The logic behind this policy is

that the student is willing and able to show up for field placement but was unable to complete their hours due to circumstances out of their control.

If the agency is open on a University observed holiday, the student is expected to be at the internship if the agency requires it. Failure to do so will result in an absence from fieldwork, and this time will have to be made up by the student. The student should discuss the field agency and the University holidays with their field instructor during the first few weeks of the fall quarter to avoid any confusion or misunderstandings about attendance. In some cases, a student may be asked or required, depending on their field agency and terms of the internship, to report to their field agency during a school break, e.g., winter or spring break, if doing so would be in their clients' best interest. This is in keeping with the NASW Code of Ethics and being a responsible and ethical social work practitioner. Thanksgiving is **NOT** a holiday where students can accumulate hours due to the holiday. Students may observe other religious holidays not observed by their field agency, but these are treated as absences to be made up by the student AND need to be communicated with the Field Instructor prior to the absence. *If the internship is on an alternative schedule, the student is required to adjust the schedule to meet the needs and requirements of the agency.*

Please Note: School districts often operate on an alternative schedule in terms of holidays and mid-quarter breaks. Students being placed at a school district were informed of possible alternative schedules when being matched to interview and asked to discuss the internship schedule during the interview. The holiday policy may not apply to school district placements. It is the expectation that students completing their internship at a school district have agreed to follow the policy.

4.7 Illness and Other Emergencies

Students are expected to telephone the Field Instructor as soon as possible and no later than at the beginning of the field day to report an illness or any other emergency that results in an absence from the student's field agency time. Missed field hours must be made up before the end of the quarter in order to receive a passing grade for that quarter, or at some other period by special arrangement with the Field Instructor.

Absences that exceed more than one field day per quarter, whether consecutive or not, regardless of the situation, are required to be reported to the field instructor and field liaison by the student. The Field Instructor will report a student's absences that exceed two consecutive field days to the Faculty Liaison either via telephone or e-mail. "No-shows" (absence without notifying field instructor/preceptor) are unacceptable unless a medical emergency prevented the student from first contacting their field instructor or preceptor before not showing up for field placement.

4.8 Insurance

CSUSB provides all social work student interns with malpractice insurance, which is charged to the student during fall quarter registration. Students must be working in an official capacity as agreed between their field instructor, field agency, and the CSUSB School of Social Work to be covered under this policy and only during the academic year. Professional liability is effective when the student is registered as a student in the School of Social Work.

Students are responsible for acquiring and maintaining their own health, accident or automobile insurance that the agency may require. Student health insurance is available through the University; however, you may want to familiarize yourself with the limits of coverage:

<http://healthcenter.csusb.edu/insurance.html>

4.9 American Disabilities Act

Students are responsible for requesting any needed accommodations either in the Field Practicum class or at the practicum site. For further information on seeking accommodations through the University, refer to the Student Handbook “Accommodations for Disabilities”.

4.10 Criminal Background Checks and Live Scan

The University does not conduct criminal background checks on students. However, almost every field agency requires a criminal background check. Federal and state laws mandate criminal background checks for persons placed in many settings. Any criminal record (infraction, charge, misdemeanor or felony) may make a student ineligible for placement in certain agencies. Students must disclose to the Director of Field Education or designated Field Coordinator any criminal background, including any and all expunged and/or dismissed charges, as they will still appear on background checks. Students may be ineligible for placement, or terminated from an agency, if criminal background information becomes known without prior disclosure. The Field Director or Program/Field Coordinator can provide insight to students as to potential opportunities and barriers to securing a field practicum site but cannot guarantee placement or choice of placement. Information disclosed will be used only for the purpose of determining appropriate field options. Please note: If a student cannot be placed, they will not be able to continue in the BASW program.

In the event that a student is arrested or charged with any offense, or is convicted, the student is required to disclose this information to the Director of the School of Social Work, Director of Field Education, BASW Field Coordinator, and their Academic Advisor within 48 hours of arrest, charge or conviction. Students may be terminated from the BASW program if they fail to adhere to this disclosure policy, which will be deemed as deception and handled as a form of academic dishonesty in addition to any other violations. Arrests, violations and/or convictions that violate University and/or School of Social Work policies or standards, or the NASW Code of Ethics, could result in sanctions.

Students who are arrested, charged or convicted during the program are not permitted to return to field placement until further notice. The student will be referred to the Student Review Committee for an initial review of the situation. The student assumes the risk involved with disclosing information and thus may choose not to. However, if the student chooses not to disclose information the Student Review Committee will not be able to determine a course of action.

If a student is charged with an offense, the student will most likely be required to take a leave of absence until the case has been resolved and a decision has been made by a court of law. A student may be permitted to complete classroom course work for that current quarter. Once the outcome of the specific case or circumstance has been determined, it is the student’s responsibility to inform the Director of the School of Social Work, Director of Field Education, BASW Field Coordinator, and their Academic Advisor. At that time, the student will be referred to the Student Review Committee again for consideration of specific factors and implications related to the social work profession and their ability to return to the program and field work.

4.11 Immigration Status

The University does not check on the immigration status of students. However, field sites may require documentation of a student's status through a valid Social Security number and/or valid California Driver's License or visa. The School cannot guarantee a student's placement depending upon the policy of the agency in accepting interns. International students are required to be cleared by international studies and show proof of a valid VISA that allows them to study full time in the United States prior to be admitted to the Social Work Program, as this will impact a student's ability to participate in Field Education.

4.12 Safety

Student safety is critical at the work site as well as in the field. Students should make every effort to understand safety protocols at their practicum by discussing them with their supervisor, support staff and reviewing agency handbooks. (For further information on specific safety protocols, refer to the Student Orientation power point handout).

4.13 Counseling

Working in the field of social work can bring up strong emotional responses in students given the severity of issues that clients present. When dealing with a client issue that has become too difficult or overwhelming, students are encouraged to utilize the resources of the Student Counseling Center (<https://www.csusb.edu/caps>) or another trained professional counselor to whom they have access.

4.14 Social Media

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the CSUSB School of Social Work program while in the classroom, the university community, and the broader communities.

4.15 Policy and Procedure for the Use of Employment Setting for Practicum

Using the student's regular workplace for a field practicum is strictly prohibited in most schools of social work. The goal of work is performance, while the goal of the practicum is student learning. However, it is possible for a student to obtain a placement at the agency where they currently work providing that the educational experience includes substantial "new learning" in the areas of knowledge, values and skills. The student's regular work may not be considered a field practicum unless the student submits the Job Conversion or Job-Related Form and all requirements for this rare exception are met. Approval of the use of an employment setting as a field placement is dependent upon the ability of the agency to safeguard the student's learning needs. This normally means that a different supervisor in a different unit would supervise field work with different clients than are part of the student's regular work assignment.

Students requesting a field practicum at a current job site must complete the Job Conversation Application or Job-Related Placement Application. The application will describe the student's current work assignments and identify how fieldwork activities will be significantly different from employment responsibilities. The request must be submitted during the winter quarter of the student's junior year. The proposal will be reviewed by the Director of Field Education and/or BASW Field Coordinator who will make a decision on the proposal. Criteria for consideration includes (but is not limited to):

1. There must be an MSW employed at the work site who is NOT the employment supervisor who is willing and able to be a field instructor.
2. The field education instructor must be an MSW and cannot have any authority over the student's employment status. The MSW Field Instructor must meet the qualifications required of all Field Instructors.
3. The field instruction tasks/assignments must be different from the employment tasks AND must be in accordance with both the general educational criteria of the School of Social Work and those appropriate to the student's chosen educational goals.
4. Job conversions and job-related placements must be approved in writing by the agency and the Director of Field Education. *Job conversion and job-related placement forms are available on the CSUSB website.*
5. The request for job conversion or job-related placement must be discussed prior to the Placement Interview with the Director of Field Education or BASW Field Coordinator to allow for time to investigate it as a viable option. Documentation to support request must be submitted at the Placement Interview.

Any deviations at all to the above must be reviewed and approved by the BASW Field Education Coordinator and the Director of Field Education.

4.16 Policy and Procedures for Application of Special Circumstances

Occasionally, students may experience hardship during their educational program or become unable to continue in the program if a special consideration were not available to them. In order to assist students who experience such a hardship, the BASW Coordinator of Field Education may consider written requests for alternatives to the field placement policy.

In requesting an alternative, the student should keep in mind that the same standards of field practicum apply, i.e., an approved placement site, the continuous supervision of an approved Field Instructor, a Learning Plan Agreement/Comprehensive Skills Evaluation submitted and approved no later than the third week of placement, and an assigned Faculty Liaison, etc.

4.17 Withdrawal from Field Practice Enrollment

If a student withdraws from a field course or leaves an agency before the end of any given academic quarter, no credit for any completed fieldwork hours will be awarded or applied to the next quarter of fieldwork. Because field education is based on a year-long, three quarter sequence with (in most cases) a year-long learning plan and the limited number of agencies that will accept a student for less than a full academic year, withdrawal from a fieldwork course or exiting an agency during any academic quarter may necessitate the need to repeat the entire year. Should an emergent situation develop that requires a student to withdraw from the field sequence at any time, the Faculty Liaison/advisor **and** the BASW Coordinator of Field should be notified as soon as possible and a written plan approved by the BASW Coordinator of Field must be developed and submitted to the same to avoid having to repeat any part of the Field Education Sequence.

If, at any time, a student exits a field agency placement, the clients' well-being should be the principle concern. This means that, except in the most extreme emergencies, the proper termination processes should be followed and the agency's transfer of cases procedures adhered to. All property of the agency should be returned (keys, case records, etc.). Failure to abide by this guideline could constitute a serious violation of professional ethics and could lead to dismissal from the BASW program.

4.18 Student Request to Postpone or Quit a Field Placement

A student who finds that they must defer enrollment in the field practicum requirement of the BASW Program due to extenuating circumstances (e.g., illness, personal emergency, etc.) must discuss the issue(s) with their academic advisor and submit a Leave of Absence form to their Academic Advisor. The request for a Leave of Absence must be specific and include:

- a. A proposed curriculum plan for completing practicum and concurrent program requirements
- b. The academic year in which the proposed plan is to be implemented
- c. Delineation by the student of their understanding of the impact that the delay will have on completing the BASW.

It is the student's responsibility to ensure that all LOA paperwork is completed, reviewed, approved and submitted as indicated.

A student may not discontinue or withdraw from their field practicum to avoid receiving an unsatisfactory grade for a portion of the practicum experience. Any student that withdraws from a practicum course and is not in good standing will not be allowed to re-enroll in a field practicum.

The special circumstances necessitating the discontinuance of a field practicum must be discussed with the Field Liaison, Director of Field Education and/or designated Field Coordinator, and Academic Advisor. The field liaison and academic advisor will propose the specifics and timing of re-entry into the field practicum sequence with approval from the Director of Field Education and notification to the Academic Standards Committee so that appropriate arrangements can be made for the re-start of the field practicum within Program guidelines. Prior to the student's re-entry into the field practicum sequence, a meeting will be held with the student, Director of Field Education, field liaison, and academic advisor to determine readiness to re-enter a practicum, review audit requirements and to finalize any outstanding arrangements.

4.19 Agency Dismissal of Students from Field Practice Sites and/or Field Seminar

Agencies, with or without the consent of the CSUSB School of Social Work, may dismiss students for illegal, unprofessional or unethical conduct or for any violation of that agency's expected intern conduct, and its policies and/or procedures according to that agency's internal personnel regulations, or failing to comply with any part(s) of the NASW Code of Ethics.

Dismissal from a field placement for violation of an agency policy or procedure, for unprofessional conduct, and/or a violation of the NASW Code of Ethics also constitutes grounds for dismissal from the BASW program. All social work students are responsible for knowing the NASW Code of Ethics and the information contained in the BASW Student Handbook. Ignorance of any part of the Code or Handbook is not an excuse for breaches in professionalism or professional ethics.

4.20 Interruption of Field Work

Personal cell phones, pagers, text messages, and personal telephone calls should not interrupt students' work and attention at their field placement sites. Please make alternate arrangements for others to contact you, e.g., during your lunch break, after field placement, etc.

4.21 Grievances and Appeals

Field Education students have the same "Due Process" rights in field as in classroom courses regarding grades and CSUSB Social Work Programs decisions. These are described in the BASW Student Handbook, the University Bulletin and other university documents.

4.22 Repeat Policy (Re: A Grade of No Credit (NC) in Field)

Students may receive a 'no credit' (NC) for field due to inability to complete the required time commitment, and/or for inability to achieve minimum competence in one or more key Learning Objectives (competencies). When this occurs, the Director of Field Education and/or the designated Field Coordinator, in consultation with the field instructor, faculty liaison and the student, will make a professional determination regarding the student's potential for succeeding in field.

If the reason for the NC is because of legitimate issues and no other performance concerns have been identified by the liaison and/or the field instructor, the student will be allowed to be referred to a second agency to secure a placement and either repeat the field course the following quarter or continue with specific additional hour guidelines as terminated by the Field Director or designated Field Coordinator. The student will be required to meet with their Academic Advisor to discuss the circumstances around the change in placement and Student Review Committee Chair will be notified of the field plan.

Level 1 Review Relating to No Credit

Whenever a faculty member, adjunct faculty, field liaison or field instructor has concerns regarding a student's academic performance, or professional/ethical conduct in the classroom or field practicum, he/she shall meet with the student to resolve the concerns. If the issues are not resolved, the student's Academic Advisor should be contacted to help address the concern and do further fact-finding (A note of these meetings and activities should be placed on the log at the front of the student's file). If the issues are still not resolved, the advisor will contact the Chair of the Student Review committee for a Level 2 Review. If the concern is of a very serious nature, it may be necessary to go directly to a Level 2 Review.

If the reason for the NC is due to a performance issue and the student wishes to repeat the course, the following steps must be followed: (These steps are in accordance with the *Student Performance Review Procedures* outlined in the *Student Handbook*.)

The Director of Field Education and/or the designated Field Coordinator will meet with the student to discuss the performance issues involved. The Director of Field Education will also consult with the student's faculty liaison and academic advisor prior to the meeting. The purpose of this meeting will be to make an initial determination as to whether the behavior that caused the student to receive a NC for the field placement course is amenable to change and whether the student exhibits self-awareness of the areas needing improvement. If these criteria are met, the Field Director and/or the designated Field Coordinator will develop with the student a written plan for improving the areas of problem performance.

The student must gain clearance from the designated Field Coordinator, in consultation with the Director of Field Education, prior to repeating the field course. If the student gives evidence of having followed the performance plan and has improved sufficiently in the problem areas, the Director of Field Education and/or the designated Field Coordinator will refer the student to another placement to repeat the course. The Director of Field Education and/or the designated Field Coordinator will facilitate the placement of the student in a new placement and the student's Learning Agreement will specify the behaviors, actions, or inactions that need attention. If the repeat field placement is not successful for reasons of poor performance, a NC will again be assigned, and the student will not be allowed to repeat the course a second time.

Level 2 Review Relating to No Credit

If, after meeting with the student and the faculty listed above, the Director of Field Education and/or the designated Field Coordinator concludes that the problem behavior is either (a) not amenable to change (b) an egregious breach of ethical conduct that poses serious concern about the well-being of others, especially clients, and/or (c) the student does not exhibit self-awareness regarding the performance problems; the Director of Field Education and/or the designated Field Coordinator will notify the Chairperson of the Student Review Committee to inform him/her of the student's failure in field. The Chairperson can call a Student Review (a.k.a. Level 2 Review) to determine the final outcome student's status in the program.

A Level 2 Review involves the Student Review Committee (SRC), which is composed of the Chair of the Student Review committee, and at least two other faculty members not parties to the problem.

If an issue is not resolved at Level 1, the Chair of the Student Review committee will convene the SRC to meet with the student and involved faculty members. The meeting will include communication of the specific concerns related to academic performance and/or professional/ethical conduct in the classroom or field practicum and an opportunity for the student to present their perspective on the concerns. After the review meeting has occurred, the Chair of the Student Review committee will inform the student of the decisions which can include one or more of the following actions:

- Continue the student in the program with no conditions. In these situations, the concern has been addressed and no further action by the student or program is required. Establish formal conditions for the student's continuance in the program. A remediation plan will be developed in consultation with the student, the advisor, and the concerned faculty member as needed. This plan shall:
 - a) specify the concerns of the faculty member in as much detail as possible
 - b) indicate the actions to be undertaken by the student
 - c) indicate the date by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct
 - d) the plan may indicate the name of a mentor (could be the advisor if the student chooses) who will meet regularly with the student and report progress to the SRC (see below Role of the Mentor)
 - e) be signed by the advisor, and faculty member who initiated the concern
 - f) be reported on regularly by the mentor (see below)

The student will be given a copy of the plan and asked to sign it indicating he/she received a copy of the document. The student will also be informed, in writing, of the right to rebut the Plan or grieve the decision.

All students who have been placed on a remedial plan are also automatically placed on academic probation. Plan and reports will be filed in the student's file.

The SRC chair shall, on or before the date specified in the plan for completion of the remediation, review student progress. One or two actions must be taken to resolve the concern:

- a) The plan is met and the concern is alleviated. This is communicated in writing to all those in the above paragraph, plus the Director of the School of Social Work and members of the SRC.
- b) The concern is not alleviated. The SRC shall make a recommendation, which may be that the student be dismissed from the program.

It is the student's responsibility to respond to the notice of a SRC meeting and attend. Failure to respond or attend will result in an SRC decision without their input.

Additional Reasons for Level 2 Review

Termination Initiated by Agency or Social Work Program due to Student Performance Concerns:

A supervisor or administrator of the agency retains the right to terminate a student's placement because of significant behavioral concerns. The Director of Field Education may also terminate a student's

placement due to serious acts of omission or commission by the student in either the seminar class or field agency. Reasons for termination include (but are not limited to):

- On-going inability to meet learning objectives (competencies) as outlined on the Student Learning Plan
- Presenting a risk to clients (e.g. verbal abuse to clients; sexual impropriety; dual relationship)
- Not following mandated reporting requirements
- Drug or alcohol abuse, or being under its influence, while at the practicum site
- Jeopardizing the safety of clients, staff or faculty
- Not consistently maintaining days and hours at the practicum site
- Being unable to openly accept feedback from the supervisor
- Personal issues significantly impacting on student's ability to meet agency, client, University or School obligations
- Failure to report previous criminal convictions
- Violation of the NASW Code of Ethics
- Not attending seminar class
- Verbal, written, or physical threats to faculty/staff
- Being charged with a legal offense
- Repeated unprofessional communication with peers, faculty and agency partners

The Director of Field Education will thoroughly review the reason(s) for termination and refer the matter to the Chair of the Student Review Committee for review and final disposition. The Director of Field Education or designee will be present at all field related Student Review Committee meetings. The Committee's recommendations could range from developing a corrective action plan to dismissal from field or the program (see Level 2 Review as outlined in the BASW Student Handbook).

Dismiss the student from the program

In some situations, the SRC will recommend that the student no longer continue in the social work program. This decision will be forwarded to the full faculty and, if confirmed by the full faculty by a simple majority vote, is final at the School level. That decision will be communicated to the student in writing including information on the right to appeal through the university's academic grievance process (see CSUSB Bulletin).

5.0 ROLES AND RESPONSIBILITIES IN FIELD EDUCATION

5.1 Social Work Student

Students will be admitted to Field only when they have completed SW 300A and B, SW 302 A and B, and SW 301 with a grade of C or better. Students must also have an overall GPA of 2.5 to enter Field.

Students seeking to transfer to CSUSB's BASW program for their senior year must apply to the program in spring prior to the desired academic year to secure a field placement. The program may not be able to accommodate students who apply after the normal time when students are placed.

Students will begin their practicum at an agency at the start of their senior year and they will remain at that agency all three quarters. The field practicum courses, SW 401A, B and C, are taken sequentially during the senior year and must be taken concurrently with SW 400A (Fall), SW 400B (Winter) and

SW 400C (Spring).

Students are placed under the supervision of an approved agency employee who is their Field Instructor. The Field Instructor meets weekly with each student for a minimum of one hour of supervision to help the student integrate course material into his or her own practice. Students spend a minimum of 16 hours per week for a minimum total of 160 hours each quarter in the agency learning and participating in the functions of that agency. A minimum of 480 hours of field experience is required for each academic year.

Social work students are adult learners with life experiences that are to be respected. The student as an adult learner is expected:

1. To take the initiative in examining the educational objectives and the learning assignments at the field practicum site; to be a proactive learner.
2. Maintain professionalism which includes (in part):
 - ✓ arriving and leaving according to schedule or notifying the field instructor of unforeseen circumstances ASAP (studying for a test is not an unforeseen circumstance)
 - ✓ following agency policies and procedures, completing required agency forms and assignments fully and on time
 - ✓ dressing in accordance with agency standards and professional attire
 - ✓ avoiding any dual relationship with clients and staff
 - ✓ demonstrating sufficient written and oral skills to comprehend information and communicate ideas and feelings
 - ✓ demonstrating the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and field practicum professionals and to fulfill the ethical obligations of the profession.
 - ✓ Recognizing and dealing with current life stressors through the use of appropriate coping mechanisms
3. To inform the field instructor, faculty liaison and Director of Field Education, and/or field coordinator/field designee about concerns or matters that might jeopardize the learning experience and/or field placement.
4. To refrain from behavior that interferes with the learning and performance of other students and professionals and to behave in a manner consistent with the NASW Code of Ethics
5. To use supervision effectively, (e.g., actively seek feedback on performance and prepare agenda items for meetings with the faculty instructor)
6. To engage actively in the evaluation process, seeking ongoing feedback from the field instructor and participating in the formal evaluation
7. To prepare for weekly conferences with the field instructor and bring any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible. If the problems cannot be resolved, the student should contact the field liaison
8. Attend, participate and complete all required field work, including field practicum hours, field seminar assignments and field event activities.
9. Seek out resources to better understand cultural dynamics and methods of intervening
10. Be sure to meet weekly for a minimum of one hour of supervision with the agency Field Instructor
11. Attend orientations, trainings, and other meetings as may be arranged by the BASW Program
12. Attend monthly Integrative Field Seminars at CSUSB with Field Liaison
13. Practice within the NASW Code of Ethics, the student intern's scope of practice, and adhere to

all pertinent legal requirements (e.g., reporting laws, timeliness of the same, etc.).

5.2 Coordinator of Baccalaureate Field Education

The Coordinator of Baccalaureate (BASW) Field Education must be a graduate of an accredited MSW program and assumes the overall responsibility for the administration of the field practicum. This includes developing field placement sites, providing orientation and training, maintaining effective working relationships among agencies, students, and field liaisons, and resolving field-related problems, either individually or collectively with other CSUSB School of Social Work faculty members and staff.

Along with the BASW Program Director, the Coordinator of BASW Field Education is responsible for developing the field practicum curricula. Importantly, the Field Coordinator is also responsible for making arrangements for the placement of students in practicum settings. The BASW Field Coordinator works directly with the Director of Field Education.

The BASW Field Coordinator is responsible for placing students. Students will be surveyed on their preference for placements and any special needs (e.g., location) in spring quarter of their junior year. Most placements will be made by the end of the quarter or in the summer.

5.3 Faculty (Field) Liaison

The Faculty Liaison, also referred to as the Field Liaison, must hold an MSW from an accredited program of social work and have a minimum of three years of post-masters practice in a community-based agency setting. He or she is the faculty member who serves as an educational consultant to the Field Instructor (described in the next section).

The Faculty Liaison approves the Learning Plan Agreement/Comprehensive Skills Evaluation for the student, holds regularly scheduled conferences with both the student and Field Instructor, facilitates the Integrative Field Seminar, evaluates the student's learning, and assigns a grade of credit/no credit. The Faculty Liaison visits the agencies, maintains ongoing communication with the Field Instructor and participates in student and Field Instructor orientations, seminars and other field meetings. The Faculty Liaison reports on student progress to the Coordinator of Baccalaureate Field Education and coordinates individual student education issues between the School of Social Work and the field instruction agency.

5.4 Field Instructor

The Field Instructor is the student's supervisor in the placement site. The Field Instructor provides ongoing feedback, supervises, teaches, and assesses student acquisition of knowledge, skills, and values. In collaboration with the student, the instructor is responsible for developing a student Learning Plan Agreement/ Comprehensive Skills Evaluation based upon the criteria established by the BASW Program. Field instructors are selected for the quality of their field instruction and commitment to educational standards of the BASW Program.

The Field Instructor holds an MSW from an accredited school of social work and has at least two years of post-MSW practice experience and at least six months at the current field site or program. The BASW Program may, on an individual basis, evaluate and accept other combined training. In such situations, close supervision of the Field Instructor must be provided by the Faculty Liaison and the arrangement must have the advanced approval of the Coordinator of Baccalaureate Field Education.

To ensure the highest quality field experience for our students, it is expected that the Field Instructors will:

1. Complete the required certification training including an orientation to the School's curriculum (see section VII Field Instructor Certification Training Program and Communication);
2. Develop a clear learning contract with the student concerning performance expectations. These expectations must be stated in terms of behavioral learning goals, methods of achievement and standard of measurement using the Learning Plan Agreement/Comprehensive Skills Evaluation
3. Provide at least one hour a week for individual supervision with the student or a combination of individual and group supervision that when combined totals at least one hour per week;
4. Provide feedback to the student concerning their performance in writing on an ongoing basis, including completing the mid-quarter student evaluation every quarter if the Field Instructor and/or Preceptor has any concern about any aspect of the student's performance, professionalism, adherence to the NASW Code of Ethics, etc.;
5. Make available or develop specific practice opportunities that will enable the student to fulfill the expectations of the learning contract;
6. Inform both student and Faculty Liaison about any unusual opportunities, conditions, or problems at the earliest possible convenience; evaluate student progress on an ongoing basis; and involve the student in the preparation of these evaluations.

5.5 Agency/Field Practicum Setting

Students will only be placed in agencies that have been screened and with whom a placement agreement has been assigned by the Field Coordinator. Field agencies are approved based upon their ability to provide students with the opportunity to acquire practical professional experience through instruction and supervision activities that are reflective of the School's overall curriculum goal. The following are used to assess the agency's capacity to provide appropriate field placements:

1. Acceptance of active collaborative participation in the professional education for social work. This is a basic requirement involving the acceptance of the NASW Code of Ethics, the School's mission, objectives, and program curriculum, as well as a readiness to invest in the social work education process.
2. Capacity to designate an agency professional to serve as Field Instructor (see Roles and Responsibilities section). Agency Field Instructors should assess their workload in order to assure adequate time to meet student needs. Thus, agencies considering becoming a field placement site should assess very carefully their ability to assume the obligations involved and advantages derived from the venture.

Other agency expectations include:

1. A commitment to high educational standards as reflected by the Council on Social Work Education.
2. The overall responsibility for the development of the agency's participation in this social work

- educational joint venture should rest with the agencies Executive Director or senior staff member
3. Learning experience with individuals, families, groups, agency administration and communities (as indicated by the Learning Plan Agreement/Comprehensive Skills Evaluation) must be made available by the agency.
 4. The agency will be expected to assure the availability of records prepared by students for learning instruction and evaluation at the School, subject to professional safeguards.
 5. Physical facilities necessary to accommodate students will be provided by the agency. When possible, these will include desk space, a meeting room for seminar instruction where indicated, facilities for private interviewing, tutorial instruction, resources necessary for home visits, provisions for essential clerical services, and compliance with the Americans with Disabilities Act.

5.6 Preceptor

While the Field Instructor has overall responsibility for the student's instruction in the placement setting, a preceptor may provide additional instruction or supervision. The preceptor is an agency employee, who is a secondary source of information and guidance, for example, for a specific service assignment, or to provide day-to-day administrative supervision. The preceptor may be a BASW or non-BASW. A plan to utilize preceptors must be approved by the Coordinator of Baccalaureate Field Education. The preceptor needs to have direct communication with field instructor to determine case assignments and learning activities to ensure assignments are appropriate to student learning and university requirements. The use of preceptors is considered an enrichment to field education, but does not substitute for the minimum hour of supervision/instruction by the Field Instructor. It is recommended that the preceptor attend the Field Instructor Certification training.

5.7 Field Sequence Committee

The Field Sequence Committee is a sub-committee of the School of Social Work Curriculum Committee. The School of Social Work Director appoints the chair of the Field Sequence Committee and its faculty members. The School Director appoints representatives from placement agencies and students to augment membership to the Field Sequence Committee. This committee advises the Coordinator of Baccalaureate Field Education on field-related matters such as selection of sites, placement problems, and issues related to integration of classroom learning with field education. It recommends curriculum policy changes to the Coordinator of Baccalaureate Field Education for submission to the Curriculum Committee. The Field Sequence Committee will meet quarterly and at the call of the Chair.

6.0 PLACEMENT SELECTION PROCESS AND REQUIRED FIELD PRACTICUM COMPONENTS

This section of the manual covers the process for selecting the student's field site and the required components of field: 1) Pre-Field Orientation, 2) Field Seminar, 3) the Learning Plan Agreement/Comprehensive Skills Evaluation, 4) process recording, 5) supervision and evaluation. Participation in each of the required components is essential to achieving the goals of the field program. Students should be familiar with all the required components of field and plan to participate in each. The components of field are intended to provide orientation through the experience, to provide guidance in shaping the experience to the particular student and agency while meeting BASW program goals, and to provide the supervision and evaluation necessary for achieving and assessing desired behaviors consistent with the nine competencies.

6.1 Process for Placing Students

In order to ensure that the learning needs of students are met, a formal process for selecting Field Placement sites from the approved site list has been developed. The process contains multiple steps to ensure that the placement sites have the expertise and capacity to properly train students and that the roles and responsibilities of the partners in the Field Education process (University, agency, student) are clearly understood before students are placed in an agency.

1. On the basis of student interests, learning needs, agency resources, and geographic needs of the student, the Coordinator of Baccalaureate Field Education assigns placements winter/spring quarter prior to the senior year.
2. After the Coordinator of Field Education has identified the placement site best meeting the student's needs based on a review of the student's Field Application and interactions with the student, a formal referral is made to that agency by the Coordinator of Field. The student is then instructed to call the appropriate agency official (usually the Field Instructor) for an interview.
3. The purpose of the interview is to confirm that the placement is acceptable to the student, the prospective Field Instructor and any other interested agency official.
4. If a placement is not acceptable to the student or the Field Instructor, an alternative placement may be developed, depending on reason for denial
5. Written confirmation of placement will be shared among the school, the student and the agency through forms provided by the BASW Coordinator of Field Education.

A student is permitted only two field placement interviews. If, however, the student is not accepted for the second field placement, the Field Coordinator will discuss the rationale for the two denials with the student and, depending on the reason or concern for the denial, may address this matter with the BASW Field Education Committee as to the appropriateness of the student for the social work profession and possibly make a referral to the Student Review Committee following the Student Handbook, specifically the Student Review Process. The criteria for assessing appropriateness for the social work profession include criteria including but limit to (Refer to BASW Student Handbook):

- 3.3 Basic Abilities Necessary to Acquire Professional Skills
- 3.4 Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice
- 3.5 Professional Performance Skills Necessary for Work with Clients and Professional Practice

Students are prohibited from arranging their own field placements independent of the BASW Field Coordinator's involvement and formalized field agency and field instructor interviewing procedures and may be rejected by the Field Coordinator for any reason.

6.2 Learning Plan Agreement

At the beginning of the academic year, the student and the Field Instructor, in consultation Field Liaison, develop a learning plan structured by the Learning Plan Agreement/Comprehensive Evaluation of Skill form (LPA), which is accessible at <http://www.alceasoftware.com>. The BASW Field Coordinator and

Field Liaison(s) will provide training on how to access and use the Intern Placement Tracking (IPT) Database program during the fall pre-field orientation in August and through an online IPT training module.

The purpose of the agreement is to formalize the expectations for student performance by developing learning opportunities that allow student to demonstrate behaviors consistent with the nine competencies. Since students come to the BASW Program with different needs and various levels of experience, the learning agreement should be reflective of individual needs in addressing learning opportunities in practice within the framework of the overall program goals. The field instructor supervises the process of the development of the learning agreement and determines what is feasible given the resources of the agency.

Toward the end of each quarter, the Field Instructor rates the extent to which the observable behaviors were achieved. It is expected that activities in the first quarter will help the student to begin to master the competencies, that the competencies will be further reached in the second quarter and that it may not be fully reached until the last quarter.

Learning Plan Agreement/Comprehensive Skills Evaluation Development Procedure

The following procedure is recommended beginning the first week of field placement:

1. The student reviews the Learning Plan Agreement/Comprehensive Skills Assessment form.
2. The student discusses the agency mission statement, learning opportunities, expectations of the field instructor, field instructor field plan, internship objectives, expectations and activities with the field instructor and, with the assistance of the field instructor, assesses their learning needs.
3. Together the student and field instructor draft specific learning activities using the Learning Plan Agreement form. Students and Field Instructors are required to complete the following sections of the learning plan at the beginning of the year to establish learning opportunities based on the agency mission, structure, client population and policies.
4. The field instructor reviews and modifies the plan, as appropriate, and discusses the modified plan with the student and faculty liaison. The student, field instructor and faculty liaison sign the revised plan.
5. After student and field instructor complete the learning plan outline they are then required to document the learning site-specific learning opportunities/activities intended to develop the skills to demonstrate behaviors consistent with each competency.

6.3 Process Recordings

Process recordings (written and/or auditory) in conjunction with regular supervisory guidance are important tools in the learning process. The process recording is an educational tool that helps the student review, reflect, internalize, assess, and understand the client encounter, including the latent issues and feelings that contribute to that interaction. It affords the student the opportunity to explore and apply the conceptual knowledge from the classroom to real practice.

Students are required to complete at least six process recordings a year. Each process recording needs to be reviewed by their field instructor with written comments, turned into their field instructor at least two weeks prior to seminar, and the reviewed copy is to be turned in to their field liaison on the day of the scheduled seminar. Please refer to your seminar syllabus for the due date of the process recording.

The format for the process recording will be reviewed at the Pre-Field Orientation and/or will be covered in the Field Seminars and are available at the BASW Field Practicum webpage.

6.4 Supervision

Regularly scheduled, individual, one-hour weekly conferences with the Field Instructor are a required part of the field practicum program. These meetings must be documented. The conference is a mutually interactive process between the Field Instructor and the student. It is used to assess learning activities, including integration and generalization of concepts from the classroom to the field experiences, and to resolve problems. The supervisory conference provides an opportunity for the Field Instructor to give ongoing feedback concerning the student's performance in relation to practicum objectives. Field Instructors may utilize process recordings, case histories, and presentations to explore case dynamics, client-student interaction, and systematic thinking.

If there are any difficulties in maintaining regularly scheduled supervision, this should be immediately brought to the attention of the field liaison.

While other learning opportunities are encouraged, such as attending trainings, workshops, lectures, conferences, etc., these are not substitutes for the one hour of weekly individual or combination of individual and group supervision sessions.

6.5 The Field Seminar

Integration of information learned in the classroom with experiences in the field is a critical part of professional learning. The purpose of seminar is to provide a forum for discussion of practicum experiences, to synthesize and integrate theoretical and practical knowledge obtained from field practicum and CSUSB coursework, and the link to CSWE core competencies. Seminars are facilitated by Faculty Field Liaisons. Attendance and participation is mandatory as the seminar class meets eight (8) times throughout the academic year. Field Seminars usually meet once a month on a Friday from 9:00 A.M. to 12:00 P.M., and students are strongly discouraged from matriculating in other classes that might conflict with it.

Attendance:

The Field seminar is part of students' concurrent learning with their field placement. ***Attendance is required.*** Any unavoidable absence should be discussed as soon as possible with your faculty liaison before the seminar, and the field liaison may require an additional assignment from the student. For example, a 5 page typed double-spaced paper with references on the topic missed may be required. Even if the student completes the required papers, **no more than one field seminar for the entire academic may be missed for ANY reason. Missing more than one field seminar for any reason is likely to result in a "no credit" grade for field seminar and field placement (SW401A, B, or C).** Should this occur, the student will not be permitted to continue in the BASW program that academic year, will be required to re-enroll in not only the field seminar and field placement the following year, but also the

social work practice course (SW 400A, B, or C) the following academic year because the BASW curriculum is sequential in nature. The student may be required to repeat that entire academic year of field seminar and placement, as well as the social work practice courses, depending on how well the student was performing up until the time of the “no credit” determination, and pending a decision rendered by the Student Review Committee on this matter. Additionally, it should be noted that excessive and/or regular tardiness or leaving the seminars prematurely may constitute an absence from a field seminar, and this determination is made by the student’s field seminar instructor.

Grading Policy:

Grades for SW 401ABC are based on the field placement (LPA) evaluation and active participation in the field seminars. The **CREDIT/NO CREDIT** system of grading applies to field work and field seminar. The faculty liaison/seminar leader, based on these criteria, makes the determination of the grade for fieldwork:

1. Student performance and participation in field work seminar
2. Completion of required assignments for field work seminar
3. Student performance in the agency placement as reflected in the written evaluation by the field instructor and any meetings with the field instructor, student and faculty liaison/seminar leader.

Failure to perform satisfactorily in any of these areas may result in a grade of **NO CREDIT**. If at any time, there is concern that a student is not making satisfactory progress; the field instructor will contact the faculty liaison/seminar leader to discuss a plan with the student for remediation.

An **INCOMPLETE** (“I”) grade is given when field placement and/or field seminar requirements have been substantially completed by the student by the end of the quarter, but can be completed before the beginning of the subsequent quarter during the quarter break (applicable to fall and winter quarters) or before the end of finals week during the spring quarter. Before granting permission to receive an “I” grade, the student must have been making satisfactory progress in their field placement and field seminar. When all outstanding work has been completed by the above-identified timeframes, the student’s grade will be changed to **CREDIT**.

6.6 Evaluation of Field

Ongoing evaluation of the student’s progress is a function of the supervisory process. Any concerns about the student’s progress by the field instructor should be brought to the attention of the student and faculty liaison as soon as possible, so corrective action may be initiated. If the field instructor and student, with the assistance of the faculty liaison, are not able to resolve the problem, then the issue will be brought to the attention to the Director of Field Education and/or the designated Field Coordinator. The Field Director and/or the designated Field Coordinator will notify the student’s academic advisor of field issues to determine if the student is struggling in other areas of the program, such as in the classroom. The Director and/or the designated Field Coordinator will have the option to work on a corrective action plan or request a hearing before the Student Review Committee as outlined in the BASW Student Handbook.

In addition, students have the opportunity to evaluate the practicum site, the placement process, the Field Liaison(s) and seminars; and the Field Instructor and agency have the opportunity to evaluate the Field Education program.

The field program is a collaborative effort between the agencies, Field Instructors, and Faculty Liaisons and overseen by the Director of Field Education and/or designated Field Coordinator. In order to ensure that the overall program continues to function at the highest possible level, the following evaluation procedures will be followed at the end of each field practicum year.

Written and verbal feedback will be sought from students and Field Instructors as to what was most helpful in the field education program and what changes they would recommend. Students and Field Instructors are encouraged to provide this feedback on an agency basis as well.

Written Evaluation of Students

The Field Instructor electronically submits a completed Quarterly Learning Plan Agreement/Comprehensive Skills Evaluation for each of their students towards the end of each of the three academic quarters (fall, winter, and spring). The Field Instructor evaluates the student on their performance and progress in relation to the specific objectives as developed in the student's individual Learning Plan Agreement/Comprehensive Skills Evaluation, as well as the student's development as a professional social worker who presents and demonstrates the values, ethics, and behaviors articulate in the NASW Code of Ethics.

The following procedures are recommended:

- Step 1. Prior to the due date, the Student completes a self-assessment of him-/herself using the electronic Learning Plan Agreement /Comprehensive Skills Evaluation (LPA) located at the IPT website (<http://www.alceasoftware.com>)
- Step 2. The Field Instructor completes the same document, evaluating the student on all of the competencies listed therein.
- Step 4. The Student and Field Instructor review their completed LPA during a weekly supervision meeting to discuss their other's ratings, and to process any differences that may exist.
- Step 5. The Field Instructor electronically saves and submits the LPA to the School via the IPT website.

Additionally, the School requires that field instructors include "narratives" of their student intern's progress to identify the student's strengths and areas needing improvement in more detail/specificity at the end of each quarter.

Other Evaluations

The field practicum program is a collaborative effort between the agencies, Field Instructors, Faculty Liaisons and the Coordinator of Baccalaureate Field Education. In order to ensure that the overall program continues to function at the highest possible level, the following evaluation procedures will be followed at the end of each field practicum year.

Written and verbal feedback will be sought from students and Field Instructors as to what was most helpful in the field education program and what changes they would recommend. Students and Field Instructors are encouraged to provide this feedback on an agency basis as well.

7.0 FIELD INSTRUCTOR CERTIFICATION TRAINING PROGRAM AND COMMUNICATION

The certification-training program is a 15-hour course designed to establish a uniform set of expectations for Field Instructors in the roles and responsibilities of the field practicum. The requirements are:

1. All agency social workers who serve as Field Instructors must be certified within one year of supervising any CSUSB social work student (BASW or MSW)
2. Certification is awarded upon the completion of the core-training program (either with this School or another accredited graduate department/school of social work). Ongoing certification is maintained by attending an annual Field Instructor training
3. CSUSB will award Field Instructors with an identification card. This card grants them library and other university privileges
4. Field Instructors who have not maintained their certification by attending the annual Field Instructor Training should contact the Director of Field Education regarding re-certification
5. Training and certification by other Schools or Schools of Social Work at other universities meet this requirement (e.g., reciprocity is granted by most Schools and Schools so long as the curriculum is not materially different from that of CSUSB's.)
6. Preceptors that play a major role in the training of graduate social work students should also complete Field Instructors training. Other agency officials with interests in graduate social work education are also welcome to attend the core training.
7. Continuing education units (CEU's) will be awarded to those individuals who complete the entire Field Instructor Training. CEU's will not be awarded for partial completion, however the individual may complete the remainder of the training at another School or School of Social Work the same year, or the following year at CSUSB or another CSWE-accredited School or School of Social Work provided that the make-up training does not overlap the already completed training session(s).

7.1 Special Note to Agency Executives and Field Instructors

The faculty and administration of the School of Social Work and of the University are most appreciative of the invaluable contribution provided by our affiliated community organizations, agencies and Field Instructors. Without the cooperation and collaboration of all concerned, a quality program of graduate Social Work Education would not be possible. Field Liaison Faculty will be visiting each placement site on a regular basis to assist agencies and Field Instructors in any way needed. The BASW Coordinator of Field is available to answer questions, participate in problem solving, and provide a range of administrative consultations to agency staff and Field Instructors.

Field Instructors are authorized to use the university library and can often obtain parking permits for attending campus-based activities by contacting the School of Social Work's main office.

If the School of Social Work can be of any assistance to agencies or Field Instructors, not only in the education and training of Social Workers, but in reaching agency goals or better serving clients, your calls are welcome.

7.2 Orientation Check List for Social Work Interns and Field Instructors

The Orientation Check List is a very useful tool to help both the field instructor and student intern learn about the agency, its policies and procedures, expectations, as well as those of the field instructor. It also helps to add clarity and avoid misunderstandings between the student interns, agency, field instructor, and field liaison. A conversation about this checklist during supervision during the first few weeks of field placement can also reduce any angst in the student intern. We ask that this check list be reviewed by both student and field instructor, and be electronically signed in the Intern Placement Tracking system (IPT) during their first agency meeting with the student and field instructor.