

Intern Program Tracking (IPT)

CSUSB was the first graduate program in the State of California to implement a field software- tracking program known as IPT. Rather than students having to maintain hard copies of learning plans and outcome evaluations, there completed on-line through the IPT program. This program allows a centralized way to track and maintain student progress in field.

Intern Placement Tracking (IPT) Instructions for CSUSB Social Work Students Introduction

The Intern Placement Tracking system is a web-based software system designed to keep track of students placed in internships with various agencies. The CSUSB School of Social Work implemented IPT in order to effectively track student placements, maintain an electronic Learning Plan Agreement and Comprehensive Skills Evaluation, and provide a “green solution” to a significant component of our field education program.

The IPT system allows both the School of Social Work and field agencies to communicate with students. Because of this, it is an essential part of all your fieldwork responsibilities to keep all information current.

Getting Started

The IPT website is located at <http://www.runiptca.com> or <https://www.alceasoftware.com/web/home.php>. On the main page, you will find three fields: **Organization ID**, **User Name**, and **Password**. All information entered in these fields is upper/lower case sensitive. Input the default username and password sent to you via email.

Welcome | College of Social and Behavioral Sciences | Log In

alceasoftware.com/web/login.php

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

CSU San Bernardino

Please Login to Ipt:

Note: The following information is UPPER / lower case sensitive.

Organization ID

User Name

Password

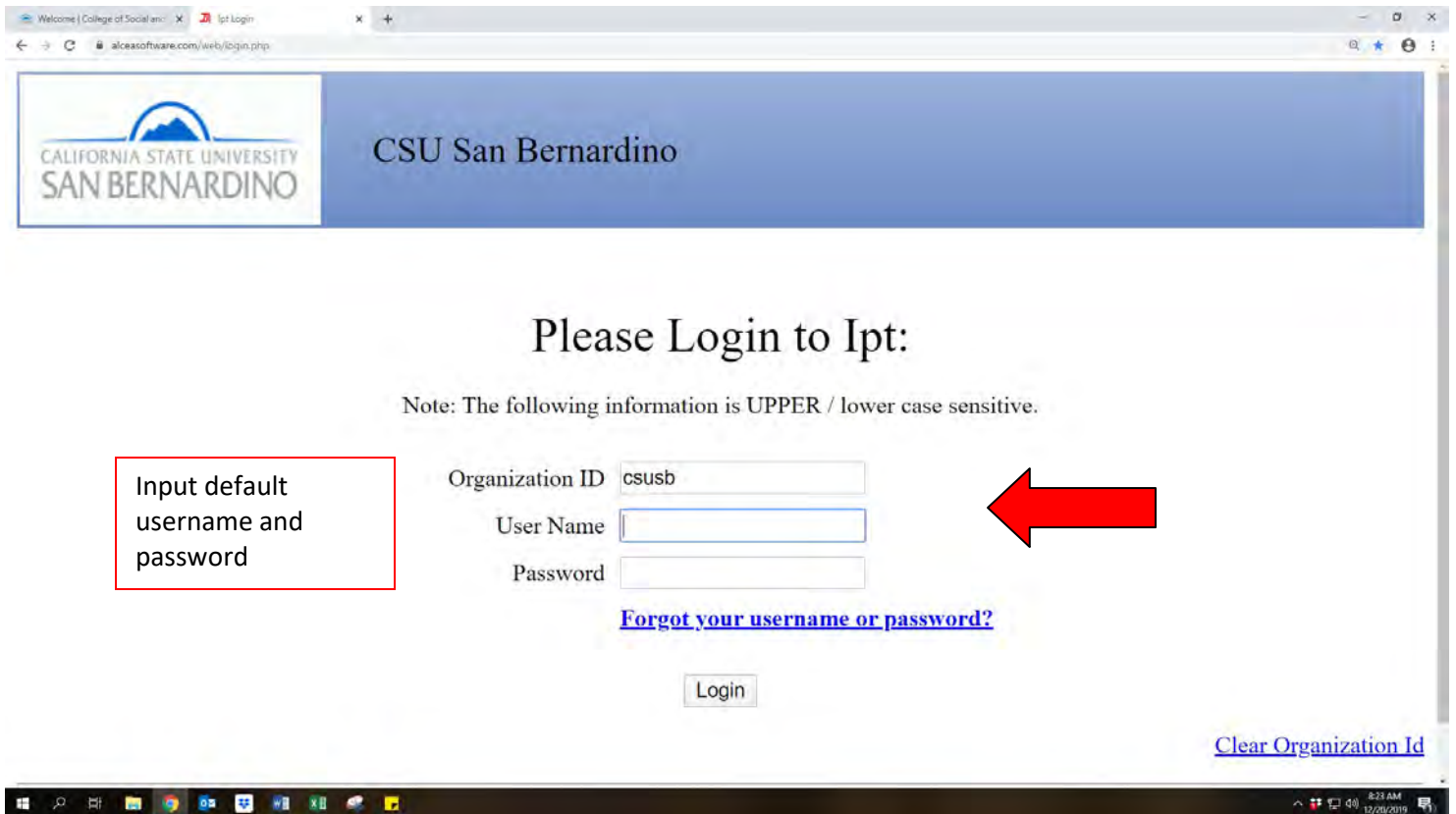
[Forgot your username or password?](#)

[Clear Organization Id](#)

8:23 AM
12/20/2019

Changing your username and password

The Organization ID is csusb in lowercase letters. The School of Social Work will provide you with a default User Name and Password. When you first log into IPT using your default password, you are required to set a new user name and password. Your User Name and Password may be anything you like, just make sure to write down the information to reference later. For security reasons, CSUSB does not retain this information. Should you lose it, contact School of Social Work's Administrative Support Assistant at 909- 537-5565 or the Director of Field Education at 909-537-5568 to have your User Name and Password reset to the default.



Organization ID

User Name

Password

[Forgot your username or password?](#)

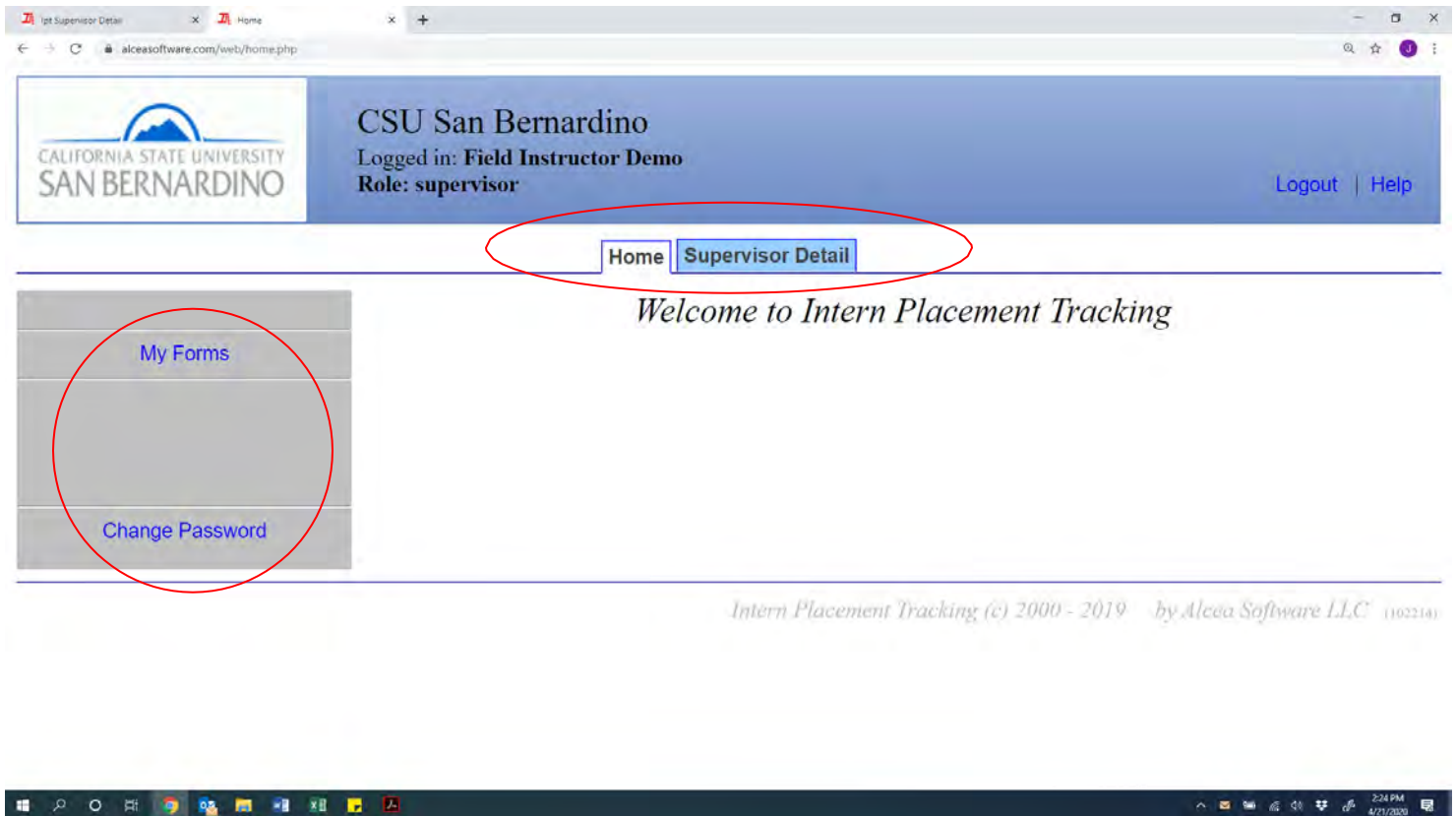
[Clear Organization Id](#)

Input default username and password



IPT Home Page

After you submit your User Name and Password, you will be directed to the IPT Home Page. At the Home Page, two tabs are provided along the top of the page, **Home** and **Supervisor Detail**. On the left hand side of the page are links to **My Forms**, which is where you can find your Learning Plan Agreement, and **Change Password** (yours).



The screenshot displays a web browser window with two tabs: 'ipt Supervisor Detail' and 'Home'. The address bar shows 'alcesoftware.com/web/home.php'. The page header features the CSU San Bernardino logo and the text 'CSU San Bernardino', 'Logged in: Field Instructor Demo', and 'Role: supervisor'. Navigation links for 'Logout' and 'Help' are visible. A red oval highlights the 'Home' and 'Supervisor Detail' tabs. The main content area includes a 'Welcome to Intern Placement Tracking' message and a sidebar menu with 'My Forms' and 'Change Password' links, both circled in red. The footer contains the text 'Intern Placement Tracking (c) 2000 - 2019 by Alcea Software LLC (102218)'. The Windows taskbar at the bottom shows the time as 2:24 PM on 4/21/2020.



Top Menu Information Student Detail

By clicking on the **Supervisor Detail** tab, you will be directed to your personal information page which includes your name and address, phone number, email, agency you are with, fax, training information, and the students assigned to you. This information will be used regularly by the School of Social Work to contact you, making it crucial that you keep this information updated.

You will also be able to upload an image of yourself by clicking on the **Upload Picture** tab on the top left-hand menu of your Student Detail page. The upload process allows you to choose any picture in your computer, similar to attaching a file to an email.

Internship Assignments

Toward the bottom of the page, you will be able to see the students who have been assigned to you. You will also be able to view their student profiles by clicking the 'view' link in blue next to their name. With this information, you will be able to stay in contact with your student.


Logged in: **Field Instructor Demo**
Role: **supervisor** [Logout](#) | [Help](#)

[Home](#) [Supervisor Detail](#)

[Home](#) > [Supervisor Detail](#)
[Select Picture](#) | [Upload Picture](#) | [Forms](#)

Supervisor Detail: Field Instructor Demo

Last Name: Phone:
First Name: Fax:
Street Address: Training:
City, State Zip:
Email:
Agency:



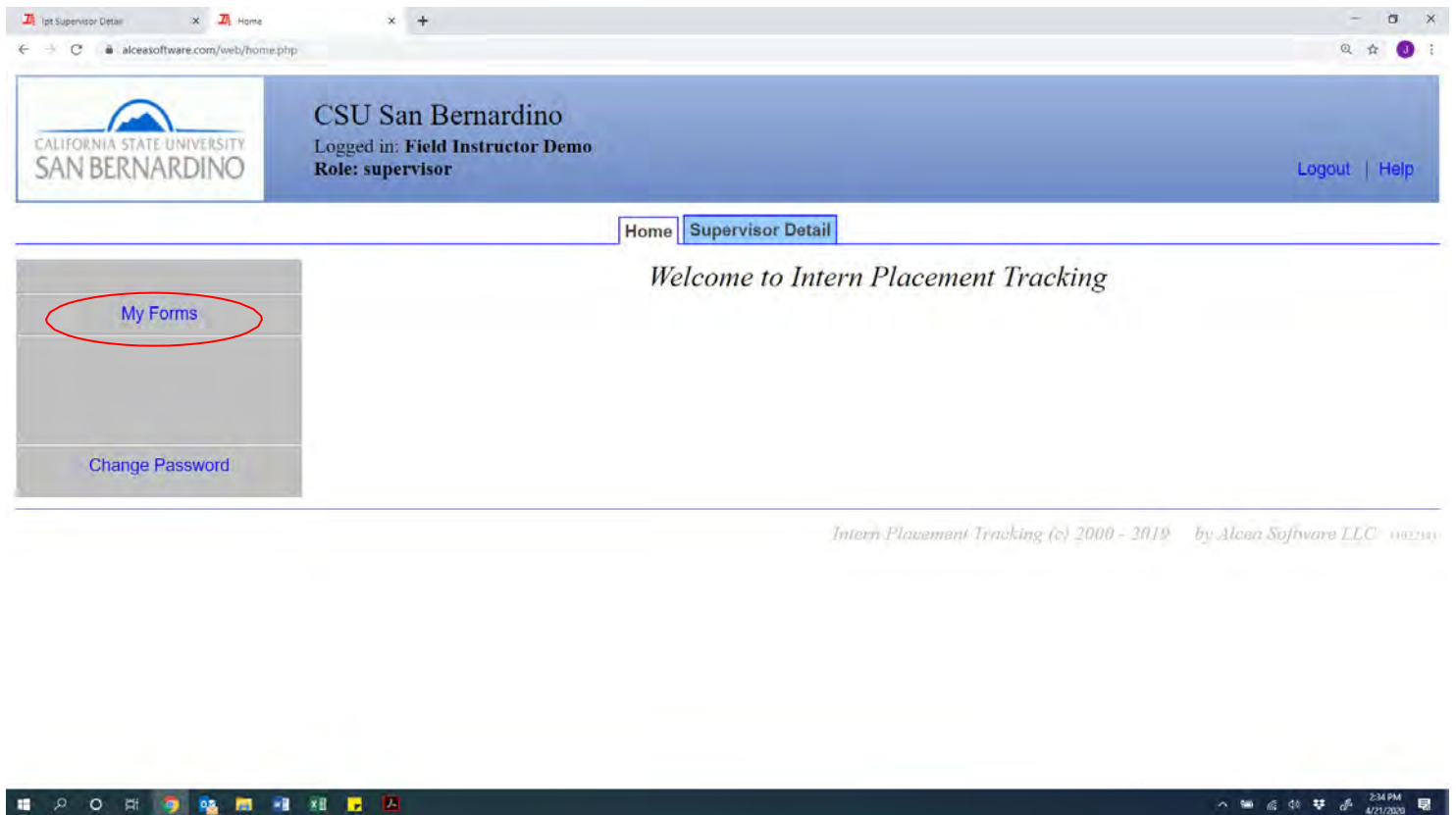
Internship Assignments

Semester	Student Name	Phone Number	Student Group
view Spring	Demo, Student	909-537-5000	Student Demo
view Fall	Demo, Student	909-537-5000	Student Demo

Learning Plan Agreement

The Learning Plan Agreement serves as the contract between the agency and student that outlines the areas in which the student is expected to achieve appropriate mastery. Click on the **Forms** link on the left-hand menu on your home page to access the Learning Plan Agreement.

The next screen will show you which forms are assigned to you. Click **View** on the left-hand side of the appropriate form to access your Learning Plan Agreement (LPA). For 1st year MSW field students your form will be named Generalist Year Learning Plan Agreement and Evaluation, and 2nd year MSW Field Students will have the Specialized Advanced Generalist Year Learning Plan Agreement.



The screenshot shows a web browser window displaying the CSU San Bernardino Intern Placement Tracking system. The browser address bar shows the URL alcesoftware.com/web/home.php. The page header includes the CSU San Bernardino logo and the text "CSU San Bernardino", "Logged in: Field Instructor Demo", and "Role: supervisor". There are links for "Logout" and "Help". The main navigation menu includes "Home" and "Supervisor Detail". The main content area displays "Welcome to Intern Placement Tracking" and a sidebar menu with "My Forms" (circled in red) and "Change Password". The footer contains the text "Intern Placement Tracking (c) 2000 - 2019 by Alcea Software LLC (602)343-1111". The Windows taskbar at the bottom shows the time as 2:34 PM on 4/21/2020.



1st Supervisor Detail Online Forms List

alceasoftware.com/web/usersformlist.php

CSU San Bernardino
 Logged in: **Field Instructor Demo**
 Role: **supervisor** [Logout](#) | [Help](#)

[Home](#) [Supervisor Detail](#)

[Home](#) > [Form List](#)
[Add New Form](#)

Online Forms List For: Field Instructor Demo

Hide Completed Forms

	[Template]	Batch Name	Form ID	Status	Signed	Waiting For	Schedule Date	Due Date	Num
View	GENERALIST YEAR Learning Plan Agreement and Comprehensive Skills Evaluation	STUDENT DEMO	✉ Demo, Student	new		Student	2018-08-24		11456

Intern Placement Tracking (c) 2000 - 2019 by Alcea Software LLC ID: 3065 1002143



Once you open the LPA, you will see the Instructions for Use followed by blank fields. The student is to fill out this information as soon as possible and keep it updated if anything concerning their field placement should change. Top portion of LPA, Sections I – VII, must be completed between 3rd and 5th week of semester.



**GENERALIST YEAR Learning Plan Agreement
and
Comprehensive Skills Evaluation**

INSTRUCTIONS FOR USE

The Learning Plan Agreement (LPA) and Comprehensive Skills Evaluation serve a dual purpose.

First, it is the instrument used to guide student learning in the agency and is based on program content that can be applied in the field. It is vital for the with their Field Instructor to identify agency specific learning opportunities. Suggested learning activities for students include reviewing case files, ass with both individuals and families, observing client groups, co-facilitating groups, attending staffing, attending board or collaborative meetings, and er research and writing.

Secondly, the LPA serves as a method of evaluating student progress in the field. Below is the Evaluation Key which defines the numbers (1 through 5) student performance. The Field Instructor can use evaluation strategies such as: observation, documentation review, discussion in weekly supervision, and review of process recordings, for assessing student progress. Towards the end of the semester, the student is responsible for making an appointment with the Field Instructor to go over the LPA, to review their progress to identify strengths and address areas of improvement.

Once the Comprehensive Skills Evaluation is complete, the Field Liaison will review the LPA and he/she will assign a grade. The Field Liaison is also responsible for reviewing the LPA with both the field instructor and student when he/she does site visits.

Evaluation Key
N/O (Not Observed) Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.
1 (1-20% of time) Student shows little or no ability to perform behavior(s)
2 (21-49% of time) Student sometimes effectively achieves the behavior(s)
3 (50-79% of time) Student usually able to effectively achieve behavior(s)
4 (80-95% of time) Student has frequent/very good achievement
5 (96-100% of time) Student has consistent/superior achievement

LEARNING PLAN OUTLINE
(to be completed at the beginning of the year)

I. IDENTIFYING INFORMATION	
Academic Year: <input style="width: 100%;" type="text"/>	Please check: <input type="checkbox"/> Foundation Year (specify): <input style="width: 100%;" type="text"/> <input type="checkbox"/> full-time <input type="checkbox"/> part-time Are you receiving a stipend? <input type="checkbox"/> Yes <input type="checkbox"/> No Is this a paid internship? <input type="checkbox"/> Yes <input type="checkbox"/> No # of field hours required/week: <input type="checkbox"/> 16 <input type="checkbox"/> other (specify): <input style="width: 100%;" type="text"/>
Student Name: <input style="width: 100%;" type="text"/> E-mail: <input style="width: 100%;" type="text"/> Phone number: <input style="width: 100%;" type="text"/>	CSUSB Field Faculty Liaison: <input style="width: 100%;" type="text"/> E-mail: <input style="width: 100%;" type="text"/> Phone number: <input style="width: 100%;" type="text"/>
Agency Name: <input style="width: 100%;" type="text"/> Address: <input style="width: 100%;" type="text"/> City: <input style="width: 100%;" type="text"/> Zip: <input style="width: 100%;" type="text"/> Telephone: <input style="width: 100%;" type="text"/> Fax: <input style="width: 100%;" type="text"/>	Agency Field Instructor: <input style="width: 100%;" type="text"/> E-mail: <input style="width: 100%;" type="text"/> Phone number: <input style="width: 100%;" type="text"/> Agency Preceptor: <input style="width: 100%;" type="text"/> E-mail: <input style="width: 100%;" type="text"/> Phone number: <input style="width: 100%;" type="text"/>
<input type="button" value="SAVE WORK"/>	
II. THE AGENCY AND THE COMMUNITY	

Scroll a little farther down to Students Expectations for Supervision in Field Instruction. In this section your students should detail some of the learning experiences you expect them to have during the year, including a plan to obtain some of the required macro experiences. This section should be completed by the student by the third week of the semester. At this point it is also a good idea to review the Objectives and grading criteria included in the LPA to get a feel for what is required in terms of learning and experiences.

As Field Instructor, you will complete Field Instructor Assignments section, where you will check learning activities the student will be exposed to during placement and the Field Instructor Teaching Plan.

The screenshot shows a web browser window with the following content:

- Browser tabs: Form Templates, GENERALIST YEAR Learning Plan, Online Forms List
- Address bar: alcesoftware.com/web/form.php/file=csusb_foundation_tpa_v5.html&a=bellfields=0
- Form header: **VI. STUDENT'S EXPECTATIONS FOR SUPERVISION IN FIELD INSTRUCTION**
- Section A: **A. Describe your expectations of the supervision process:** [Text input field]
- Section B: **B. Describe your expectations of yourself in supervision:** [Text input field]
- Section C: **C. Describe your expectations of your Field Instructor:** [Text input field]
- Section D: **D. Describe your expectations of your Preceptor (if applicable):** [Text input field]
- Form footer: **SAVE WORK**
- Section VII: **VII. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)**
- Section VII.1: **1. Detail your expectations of your student in supervision (i.e. prepare a clinical/macro agenda, case questions)**



SAVE WORK

IV. FIELD EDUCATION ASSIGNMENTS

Check those learning activities to which the student will be exposed during the field work placement.

A. Check all direct practice field education assignments

<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Short Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long Term Intervention
<input type="checkbox"/> Other (specify): _____				

B. Check all macro practice field education assignments

<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify): _____	

C. Check other learning experiences

<input type="checkbox"/> Seminars, In-Service Training/Conferences	<input type="checkbox"/> Other (specify) _____
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SAVE WORK

V. SELF-AWARENESS ASSESSMENT

A. In terms of "self-awareness", what do you know about yourself and your interactions with others/your emotions/etc that will make you a more effective social worker?

VII. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

- Detail your expectations of your student in supervision (i.e. prepare a clinical/macro agenda, case questions)

- How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

- Describe your plan for use of a preceptor with your student (If applicable) Define the preceptor's role.

- Detail your plan for monitoring and evaluating this experience.

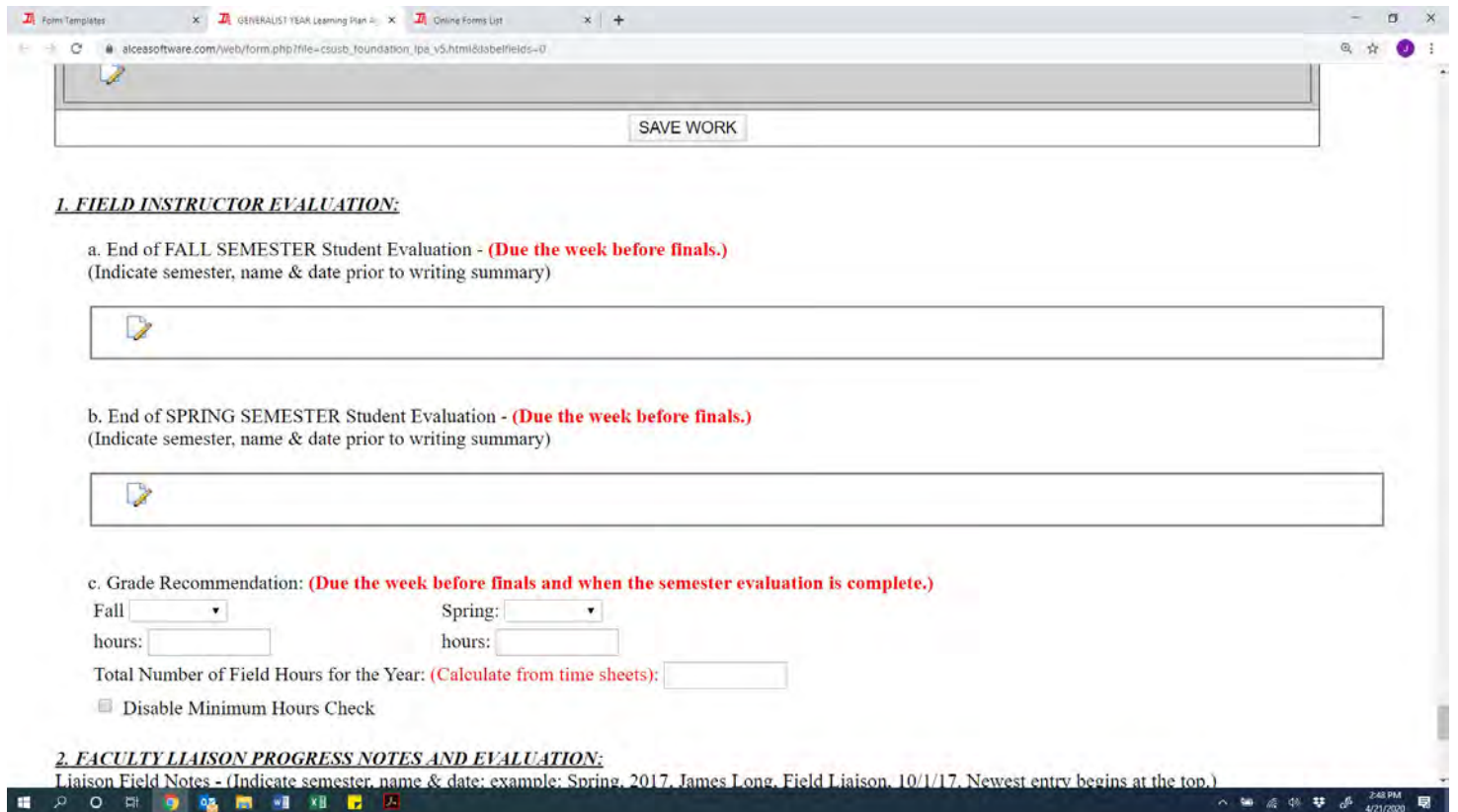
SAVE WORK

Collaborative Notes

Add Note

End of Semester Evaluation

You are required to submit an End of Semester student evaluation which is due the week before finals. This is due along with the scores and signatures at the beginning of the last week of classes.



The screenshot shows a web browser window with the following content:

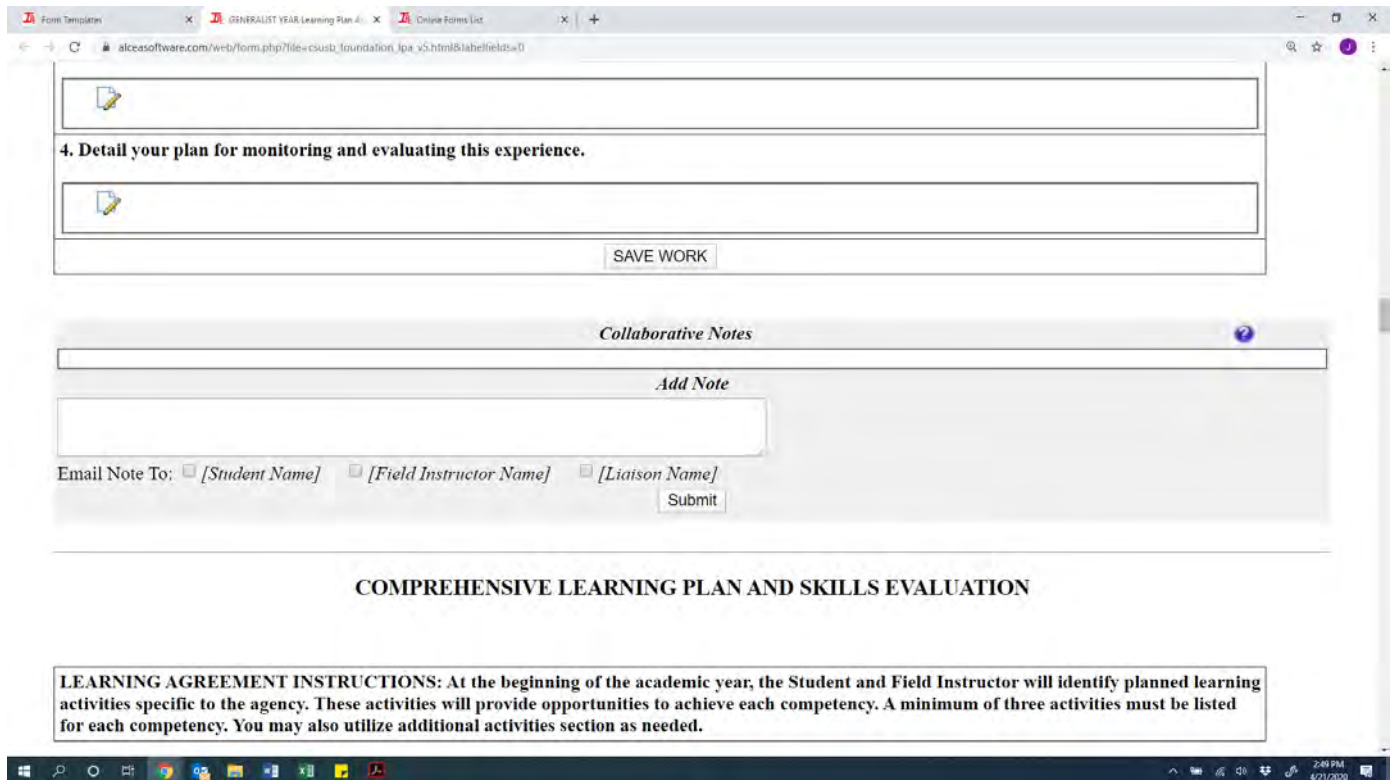
- Browser tabs: Form Templates, GENERALIST YEAR Learning Plan, Online Forms List
- Address bar: alcesoftware.com/web/form.php?file=csusb_foundation_tpa_v5.html&label=fields-0
- Form header: SAVE WORK
- 1. FIELD INSTRUCTOR EVALUATION:**
 - a. End of FALL SEMESTER Student Evaluation - **(Due the week before finals.)**
(Indicate semester, name & date prior to writing summary)
 - b. End of SPRING SEMESTER Student Evaluation - **(Due the week before finals.)**
(Indicate semester, name & date prior to writing summary)
 - c. Grade Recommendation: **(Due the week before finals and when the semester evaluation is complete.)**
Fall: Spring:
hours: hours:
Total Number of Field Hours for the Year: **(Calculate from time sheets):**
 Disable Minimum Hours Check
- 2. FACULTY LIAISON PROGRESS NOTES AND EVALUATION:**
Liaison Field Notes - (Indicate semester, name & date; example: Spring, 2017, James Long, Field Liaison, 10/1/17. Newest entry begins at the top.)

The Windows taskbar at the bottom shows the time as 2:43 PM on 4/21/2020.



Collaborative Notes

There is also a Collaborative Notes section within the LPA that allows you to communicate with your student and their Field Liaison. Simply type the message you want to send in the Add Note box and check the names of the people you want to send the note to. This method sends an email to the person as well as saving it in the LPA for future reference. Please note that when responding to an email that was sent through IPT you will need to go into the system and respond. If you just reply to the email directly the email will not post in the Collaborative Notes section. These notes are cleared at year end.



The screenshot shows a web browser window with the following elements:

- Browser tabs: Form Templates, GENERALIST YEAR Learning Plan d..., Online Forms List
- Address bar: alcesoftware.com/web/form.php?file=csusb_foundation_lpa_v5.html&label=field=0
- Form section: "4. Detail your plan for monitoring and evaluating this experience." with a text input field and a "SAVE WORK" button.
- Collaborative Notes section: A header "Collaborative Notes" with a help icon, an "Add Note" label, a text input field, and a "Submit" button. Below the input field are three checkboxes: "[Student Name]", "[Field Instructor Name]", and "[Liaison Name]".
- Section Header: "COMPREHENSIVE LEARNING PLAN AND SKILLS EVALUATION"
- Text box: "LEARNING AGREEMENT INSTRUCTIONS: At the beginning of the academic year, the Student and Field Instructor will identify planned learning activities specific to the agency. These activities will provide opportunities to achieve each competency. A minimum of three activities must be listed for each competency. You may also utilize additional activities section as needed."
- Taskbar: Windows taskbar at the bottom showing the time 2:49 PM and date 4/21/2020.



Self and Student Evaluations

At the end of the semester, you will do an evaluation of all your students on their individual forms. Scores will be recorded in drop down menus for each learning objective. Generally, scores should average 2's and 3's for fall quarter, 3's and 4's for winter quarter, and 4's and 5's for spring quarter. Any zeros will have to include a plan for how you can bring up that score in the next quarter. There are no N/O options because students are required to be addressing all of these objectives in their fieldwork; for example, students may meet some of the harder to achieve categories by reading some literature related to the topic. Comparing the self-scores, the student gives themselves with the scores given by you can be used as a discussion tool between you and your student. When completing the evaluation insure that you save the information before exiting the system to prevent loss of data.

COMPETENCY #1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Description: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	Fall		Spring	
	Student	Agency Field Instructor	Student	Agency Field Instructor
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Use technology ethically and appropriately to facilitate practice outcomes.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Use supervision and consultation to guide professional judgment and behavior.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Identify learning strategies and activities to demonstrate skill development in Competency #1:

1.



Signing the Form

Once the scores are filled in, you will click the blue link at the bottom of the LPA that says Click Here to Sign Fall or Spring Scores which will bring up an additional box to type your name into. Once you type your name and click Submit Signature, your scores will be locked and you can receive credit for the semester. You will not receive credit for their Field course if scores, signatures, narratives, and grade recommendations are not recorded in the LPA in a timely manner. It is essential that you keep track of due dates to help the student avoid receiving a No Credit for the semester.



Liaison Field Notes - (indicate semester, name & date: example: Spring, 2017, James Long, Field Liaison, 10/1/17. (newest entry begins at the top.)

Fall:

Spring:

	Fall	Spring
Student Signatures	Click Here to sign Fall Scores	Click to sign Completed Document
Agency Field Instructor Signatures	Click Here to sign Fall Scores	Click to sign Completed Document
Liaison Signatures	Click to sign Section	Click to sign Completed Document

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

[CLOSE](#) [SAVE](#)

[Printable Version](#)

IPT Online Forms System November 19, 2019

Form Id: -

Final Note on IPT

If you forget either your User Name or Password, or have any questions regarding the IPT system, please contact the School of Social Work's Administrative Support Assistant at 909- 537-5565 or the Director of Field Education at 909-537-5568. Also, please forward any suggestions on how to make the IPT site more helpful or informative, or if you come across any operational errors.

Have a great year in field!