

# **MSW Field Manual CSUSB**

## **School of Social Work**



2020-2021

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## **PURPOSE**

This manual has been prepared to assist agencies, field instructors, faculty, and students in understanding the objectives, policies, and procedures governing the field education program for the Master of Social Work (MSW) program at California State University, San Bernardino. It is designed to answer the most frequently asked questions about the MSW 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.

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. Valuable suggestions and information were also provided by past and current Department Chairs, faculty members, field instructors, liaisons, and MSW 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](http://www.alceasoftware.com))

I have read and understand:

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

If you have marked 'no' to any of these areas, please make an appointment with the Director of Field Education to clarify any confusion.

This form should be completed and signed in IPT prior to entering field.

Student Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_

## **1.0 INTRODUCTION**

Welcome to the California State University, San Bernardino (CSUSB), Master of Social Work, Field Education Program. This Field Manual has been developed to provide information and guidance to students, field instructors, program administrators and faculty. The manual begins with a brief overview of the mission and goals of the School of Social Work, the objectives of the MSW 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. It is not intended to be exhaustive and will continue to be revised and changed as needed. 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 MSW 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 Master of Social Work program provides accessible, dynamic, and rigorous academic programs that prepare students with generalist (BASW) and specialized advanced generalist (MSW) 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 to 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. We 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. We 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. We offer and measure attainment of a competency-based, generalist and specialized advanced generalist 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. We 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. We support faculty in providing leadership to the profession and to the community with their research and expertise.

## **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.
- 2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice 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 demonstrates 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 social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years' post-master's social work experience. For cases in which a field instructor 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



## **2.0 ORGANIZATION OF THE MSW CURRICULUM**

### **2.1 *Generalist Curriculum***

The *Generalist (Foundation)* curriculum builds on a liberal arts base, required for admission to the MSW program, to provide a common professional core for all students as well as preparation for advanced study in the second half of the program. Initial foundation courses cover the essential knowledge, values, processes and skills of generalist social work practice. They also introduce current issues in a range of fields of practice, thus preparing students to make informed choices regarding specialized study in the second year. Student completes 9 units of field practicum (SW 6081 and 6082) in the foundation year of field practicum.

## ***2.2 Specialized Advanced Generalist***

After building on the generalist model, in the foundation year, students then move to consideration of Specialized Advanced Generalist practice in the second year. All students take both the micro practice and the macro practice series of courses. In the fall, students choose a specialization to which they will apply their specialized advanced generalist micro and macro practice learning. Students take 8 units of field practicum (SW 6083 and 6084) in the advanced year of field practicum.

For further information on the curriculum, refer to the Student Handbook.

### **2.3 Special Projects/Programs**

The School of Social Work at CSUSB has two specialized stipend program that is administered through the California Social Work Education Center (a.k.a. CalSWEC) and a Distance Education Program called Pathway Distance Education Program.

1. The Title IV-E program provides financial support to MSW students preparing for a career in public child welfare. Title IV-E refers to a regulation under the Social Security Act that pertains to the provisions of services to foster children. The Title IV-E Project Coordinator at CSUSB administers this program and is also responsible for placing students receiving Title IV-E funds in their field practicums. These placements must be in a public or private non-profit agency that serves children in foster care and/or children at risk for removal from their families because of abuse or neglect. More detailed information can be found on the School of Social Work website.
2. The Social Work Pathway Distance Education program at CSUSB shares the same mission and content as the on-campus programs offered by the School of Social Work. Additionally, the Pathway program offers an accredited, professional online education to students who are unable to attend the main campus at CSUSB. Such students may live too far away from the main campus at CSUSB, or be in a work or personal situation that makes attendance at CSUSB impractical. Title IV-E students are eligible to apply, and can refer to the School of Social Work website for more detailed information.

### **3.0 FIELD PROGRAM OVERVIEW AND GOALS**

#### **3.1 *The Role of Field Instruction in Social Work Education***

Historically, social work educators have been among the early definers and defenders of experiential education. Field experience was seen not as the final phase of formal learning, but ongoing and concurrent with classroom instruction. Originally, universities provided supervision to students placed in agency settings. However, various models evolved with the most widely used contemporary model being agency-based supervision. Today, field education programs through universities have become responsible for developing field curriculum, selecting and preparing field instructors and developing techniques for students to connect.

### 3.2 Goals of the Field Work

The field work experience focuses on the multifaceted nature of social work and the learning tools for professional social work education. Through guided, experiential learning, it provides opportunities for application of theory in the field setting, critical thinking and professional development.

In the Generalist (foundation) year of field, the focus is on learning generalist practice. This includes having a broad range of assignments directed at helping the student develop competencies in engagement, assessment, planning, implementation, evaluation, termination and follow-up at *both* the micro and macro practice levels. The skills associated with this generalist model are: preparing for intervention, communication, analysis, contracting with the client system, utilizing various roles and stabilizing change.

In the Specialized Advanced Generalist year, the students are expected to demonstrate knowledge and application of social work principles and values as they provide intervention methods involving more complex situations and advanced practice skills at both the micro and macro levels. The specialized advanced generalist social work practice is operationalized in terms of three roles:

- Change Agent
- Interprofessional / Interagency Social Work
- Social Work Leadership.

Generalist (Foundation Year) students as well as Specialized Advanced Generalist students develop learning plans and are evaluated in field based on EPAS core competencies that have been translated into behavioral indicators of competence in the Learning Plan Agreement.

Separate Learning Plans, Outcome Evaluations, and a student field practicum are developed for Generalist (Foundation Year) students as well as for Specialized Advanced Generalist students. Each semester, the core competencies and overall performance (behavioral indicators) of the student will be evaluated by the field instructor.

## 4.0 FIELD ROLES AND RESPONSIBILITIES

### 4.1 Social Work Student

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
2. Maintain professionalism which includes (in part):
  - ✓ Arriving and leaving according to schedule or notifying the field instructor of unforeseen circumstances (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 or 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 field 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 MSW 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, etc.).

## **4.2 Director of Field Education**

The Director of Field Education has responsibility for the development of field practicum curricula and for the administration of the field practicum including the maintenance of effective working relationships among agencies, students, field liaisons, and field coordinators. It is the Director of Field Education's job to ensure that there are sufficient practicum settings appropriate to meet student needs and program standards. Further, the Director is responsible for making arrangements for the placement of students in practicum settings complementary with their interests and learning needs. The Director of Field Education works with the Program Coordinator of the stipend programs and the Field Coordinators for the Pathway Distance Education Program, Title IV-E Program, and BASW Program. The Director of Field Education has the ultimate responsibility for the overall functioning of field and resolving field-related problems.

### **4.3 Program Coordinator and Field Coordinator**

The Title IV-E Program and the Pathway Distance Education Program have Field Coordinators, who work directly with the Director of Field Education. They are responsible for the administration of the field practicum including the maintenance of effective working relationships among agencies, students and field liaisons, and for working with the Field Director in the development of field practicum curricula. It is also their job to ensure that there are sufficient practicum settings appropriate to meet student needs and program standards, and for making arrangements for the placement of students in practicum settings complementary with their interests and learning needs.



#### **4.4 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 Director of 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 Director of Field Education for submission to the Curriculum Committee. The Field Sequence Committee will meet each semester and at the call of the Chair.

#### **4.5 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 Section 4.7).

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 Director of Field Education and coordinates individual student education issues between the School of Social Work and the field instruction agency.

#### 4.6 Agency/Field Practicum Setting

Students will only be placed in agency's 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. All agencies are also approved by the Director of Field Education and a Learning Site Agreement needs to be signed and fully executed by the CSUSB Procurement Department. The following are used to assess the agency's capacity to provide appropriate field placements:

1. Acceptance of active and 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 agency's Executive Director or senior staff member.
3. Learning experiences with individuals, families, groups, agency administration, organizations, 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.

#### 4.7 Field Instructor

The Field Instructor is the student's supervisor at the placement site and assumes responsibility for the student's learning and practice experience. 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 based upon the criteria established by the MSW Program. Field Instructors are selected for the quality of their field instruction and commitment to educational standards of the MSW Program.

The Field Instructors *must have an MSW*. In addition, CSUSB requires they have at least two years post-MSW experience, six (6) months experience in the field placement setting and have completed (or plan to complete within one year of providing field instruction) the Field Instructor Certification training.

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;
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 through 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 combined totals at least one hour per week. Group supervision **cannot** be a substitute for individual supervision;
4. Provide feedback to the student concerning his/her performance in writing on an ongoing basis, including completing the end of semester student evaluation each semester. 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., the assigned field liaison should be notified immediately to discuss concerns and assist in the plan of correction;
5. Make available or develop specific practice opportunities that will enable the student to fulfill the expectations of the Learning Plan Agreement (LPA);
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.

CSUSB requirements can be waived in special circumstances. 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 Director of Field Education and/or designated Field Coordinator.

*In rare cases, a CSUSB faculty member is designated to provide Field Instruction for a student. This occurs when an agency does not have a field instructor who meets the university requirements or does not have an employee who meets the criteria available to provide the field instruction. In such a case the CSUSB Field Faculty or a staff hired through the Title IV-E grant funded program agrees to provide the social work perspective BUT the agency will RETAIN responsibility for supervision and oversight for all student activities and cases.*

#### 4.8 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, but does not have to be, an agency administrator or supervisor. In agencies where the preceptor is in an administrative position (often a director or supervisor), he/she may oversee cases and activities assigned to the student and may monitor the student administratively in terms of agency policies and documentation. However, 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 preceptor is considered enrichment to field education, but **does not** substitute for a field instructor and the minimum one hour of individual weekly supervision/instruction. In agencies where a preceptor is administratively overseeing cases and activities of a student, the Director of Field Education or designated Program Field Coordinator needs to be informed of the internship structure and plan. It is recommended that the preceptor attend the Field Instructor Certification training.

#### **4.9 Non-MSW Supervisor**

In those rare cases in which an agency meets all criteria for a placement agency except the presence of an 'on-site' MSW field instructor, the Director of Field Education may approve day-to-day supervision by a non-MSW supervisor. However, the agency must provide for a qualified MSW Field Instructor, who meets weekly with the student for the regularly scheduled one-hour individual supervision to provide the social work perspective; however, the non-MSW Supervisor will retain responsibility for the student's overall practicum experience and evaluation. In clinical settings, a clear line of responsibilities for clients' welfare is essential (e.g. during the student's absence or if malpractice is alleged). The Field Instructor must meet all criteria for selection of field instructors.

*In rare cases, a CSUSB Title IV-E Field Staff is designated to provide Field Instruction for a student. In such a case staff hired through the Title IV-E grant funded program agrees to provide the social work perspective BUT the agency will RETAIN responsibility for supervision and oversight for all student activities and cases.*

## **5.0 THE FIELD PROGRAM PURPOSE AND STRUCTURE**

### **5.1 Purpose**

Field Work plays a pivotal role in the MSW 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.



## **5.2 STRUCTURE**

### **5.2.1 Placement Concurrent with Classes**

There are four sequential field practicum courses that run concurrently with classes (SW 6081 and 6082 – Generalist (Foundation) Year and SW 6083 and 6084 – Specialized Advanced Generalist Year). Each student has one placement for foundation year and one placement for advanced year. Field experiences are designed to build upon one another in developing a competent practitioner. They are also intended to give the student an opportunity to learn about more than one agency's organization and culture and therefore gain a more comprehensive perspective of social work practice.

### **5.2.2 Student Involvement in Placement Choice**

Generalist (Foundation) Year field placements are assigned by the Director of Field Education, the Title IV-E Field Coordinator, or the Pathway Field Coordinator. The student's interest, learning needs and agency availability are taken into consideration. A pre-placement interview between the student and the Director of Field Education, the Title IV-E Field Coordinator, or the Pathway Field Coordinator begins the process of locating a field internship. Students who are receiving grant-funded support are limited to placements available for the specialization they have chosen. (See FIELD PRACTICUM; PLACEMENT PROCESS AND REQUIREMENTS' for further detailed information).

\*\* Pathway Distance Education Students, who are not in the Title IV-E grant funded program, have a requirement to submit four placement ideas, in their local areas, but are clearly instructed NOT to contact any agency, as students cannot seek their own placements.

### ***5.2.3 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

## 6.0 ADMINISTRATIVE POLICIES AND PROCEDURES

### 6.1 Orientation

A mandatory field orientation takes place annually prior to the field placement beginning and the fall semester. The purpose of orientation is to review the field program mission, policies and structure, documentation, competencies, and expected outcomes. It provides an overview of the various roles, responsibilities and expectations of the student, Field Instructor, Faculty Liaison, Field Coordinators, and Director of Field Education. It provides an opportunity to discuss issues and concerns with various field faculty members and students involved in the educational process. Additionally, the students will be oriented to the IPT (Intern Placement Tracking) online software (Alceasoftware), which is where students, field instructors, and field liaisons perform vital field tasks, such as developing the Learning Plan Agreement, semester 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 pre-field online modules that include: 1) Child Abuse and Mandated Reporting, 2) Adult Protective Services and Mandated Reporting, 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), and Safety in the Field.

## 6.2 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. Also, students are not to disclose any information about clients on social media such as, but not limited to, Facebook, Twitter, Skype or any other social media platforms. Personal cell phones, lap top computers, etc. should be cleared prior to use at an agency. Students are responsible for following all agency policies regarding the use of personal devices.

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.

### 6.3 Practicum Hours

Students are expected to be in their field practicum a **minimum** of 240 hours per semester (16 hours per week), or 480 hours for the Generalist (foundation) placement year, and a **minimum** of 300 hours per semester (20 hours per week), or 600 hours for the Specialized Advanced Generalist placement year. At the completion of the MSW Degree program, students will have accumulated a **minimum** of 1,080 hours of field experience.

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 semester **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 semester. 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 semester 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. Part-time students may believe they can “adjust” their full-time jobs or attempt to “fit-in” their internship hours, however this creates great difficulty for both the students and the agencies and may not be viable. The School stresses the importance of being available during typical work hours (8-5); 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. staff meetings, case conferences, and in-service trainings.

Students may not begin their placements before the start of the fall semester 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/or specific Field Coordinator. Alternative schedules require a written approval by the Director of Field Education and/or specific Program Field Coordinator.

Students are **not** permitted to work extra hours during the semester with the intention to “bank” field hours to complete any semester before the official last day of field placement. Students are not allowed to “roll” hours over to the next semester. However, students, only with the permission of his/her 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, is unethical and can be considered falsifying hours. Process recordings are considered "field related", and can be completed during your field hours, with approval from the designated field instructor.

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 her/his 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 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 field work 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.

### **6.3.1 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 semester 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 his/her 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.*



#### **6.4 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.

## 6.5 Holidays, Winter Intersession, and Spring Semester

**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 his/her hours due to circumstances out of his/her 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 his/her field instructor during the first few weeks of the fall semester to avoid any confusion or misunderstandings about attendance. In some cases, a student may be asked or required, depending on his/her 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 his/her 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 may operate on an alternative schedule in terms of holidays and mid-semester 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.*

### **Winter Intersession:**

1. The CSUSB Academic Calendar lists Winter Intersession between December 14, 2020-January 22, 2021, however in the BASW and MSW programs, students are required to return to internship on January 4, 2021 or January 5, 2021, depending on internship days.
  - a. Please note: Some internship placements will only allow students to take one to two weeks off during winter intersession due to continuity of care. It is important for students to discuss agency requirements during the initial interview to determine requirements.
2. Benefits of implementing a decreased winter intersession is two-fold; 1) continuity of care for agencies and clients is made a priority, and 2) allow students at the end of the spring quarter to makeup hours if needed due to unforeseen absences.
3. For county-based programs (currently identified through CSUSB) or the Title IV-E program, employee-based internships usually require students to resume full-time work status during any winter or spring break. Students in these situations are required to discuss the agency policy prior to applying for and accepting the internship opportunity.

### **Spring Semester**

1. **Spring semester** internships will begin January 4, 2021 or January 5, 2021, depending on internship days. Students will continue internship through the last week in April 2021 (April 28-

30 depending on internship days). Spring semester field work ends approximately three weeks prior to the end of spring semester. If a student has unforeseen absences, this three week period allows time to complete minimum hour requirements.

2. Spring break is scheduled for March 29-April 3, 2021.
  - a. Please note that although the university encourages agencies to allow students spring break, this is at the discretion of the agency.
  - b. Please note: If you intern at a school district, you might be required to take time off during the school district spring break versus the CSUSB string break.
  - c. Employee based internships might not allow spring break off due to the agency policy.

## 6.6 Illness and Other Emergencies

Students are expected to telephone the field instructor (or text, if this is field instructors preference) at the beginning of the field day to report illness or any other emergency requiring absence during the student's field time. Hours missed must be made up before the end of the semester, or at some other period by special arrangement with the Field Instructor.

Absences that exceed more than one field day per semester, 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 his/her field instructor or preceptor before not showing up for field placement.

## **6.7 Insurance**

CSUSB provides all social work student interns with malpractice insurance, which is charged to the student during fall semester registration. The exception to this may be when a student is interning at their place of employment; malpractice insurance is covered by the agency. Students must be working in an official capacity as agreed between their field instructor, field agency, and the CSUSB School of Social Work and an affiliation agreement must be in place 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>

## **6.8 American Disabilities Act**

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

## 6.9 Criminal Background Checks (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 impact a student's eligibility 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 comes to light 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 MSW program.

In the event a student is arrested or charged with a new offense or is convicted during the program, the student is required to disclose this information to the Director of the School of Social Work, Director of Field Education, MSW Field Coordinator, and Academic Advisor within 48 hours of arrest, charge, or conviction. Students may be terminated from the program if an arrest or charge comes to light without immediate disclosure.

Failure to provide the required disclosures or notices will be deemed as a deception and will be handled as a form of academic dishonesty in addition to any other violations. Arrests, violations and/or convictions which violate University and/or department policies or standards could result in sanctions. Please see the NASW code of ethics, "4.04 Dishonesty, Fraud and Deception."

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 disclose information. 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 a new 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 coursework for the current semester. 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, MSW Field Coordinator, and 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 his/her ability to return to the program and field work.

## **6.10 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 if an agency requires such documentation. 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.



## **6.11 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 PowerPoint handout and required Pre-Field Modules).

## **6.12 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>).

### 6.13 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 area communities.

#### 6.14 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 proposal will be reviewed by the Director of Field Education and/or designated Field Coordinator who will decide 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 and/or designated Field Coordinator to allow for time to investigate it as a viable option. Documentation to support request must be submitted at the Placement Interview.

PLEASE NOTE: If the student is a county employee participating in the 20/20 program or approved for the Title IV-E program, there are specific requirements that need to be met to be consider for an employment placement and 2-year placement at a county agency. This is approved ahead of time and prior to internship beginning through a formal interview and acceptance process. Please see

CSUSB website for further details regarding these programs.

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

### **6.15 Policy on the Use of the Same Agency for Both Years of Practicum**

Field experiences are designed to build upon one another in developing a competent practitioner. A competent practitioner has the ability to demonstrate social work practice skills in both direct and indirect practice in a diversity of agency settings. In order to maximize student learning students are placed in two different agencies. However, in unusual circumstances, an exception to the “two agency” rule may be approved. For example, if there are limited placement options in a geographical area, the agency is large and diverse and can provide two unique experiences and a different field instructor each year, an exception may be considered, or if the student is a county employee participating in the 20/20 program or Title IV-E program, there are specific requirements that need to be met to be consider for a 2-year placement at a county agency. An exception must be approved in advance by the Director of Field Education and/or designated Field Coordinator.

## **6.16 Withdrawal from Field Practice Enrollment**

If the student withdraws from field class or leaves an agency without notification, they will not receive credit for hours previously completed. This is because field education is based on a year-long, two-semester sequence with (in most cases) a year-long learning plan and that there is a limited number of agencies that will accept a student for less than a full academic year. Withdrawal from field may require the student to repeat the entire year. Should an emergent situation develop requiring a student to withdraw from the field sequence at any time, the faculty liaison/advisor **and** the Director of Field and/or designated Field Coordinator should be notified at the earliest possible time and a written plan approved by the Director of Field and/or designated Field Coordinator developed to avoid the necessity of repeating a 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, caserecords, etc.). Failure to abide by this guideline could constitute a serious violation of professional ethics and could lead to dismissal from the MSW program.

### **6.17 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 MSW Program due to extenuating circumstances (e.g., illness, personal emergency, etc.) must discuss the issue(s) with their academic advisor and submit to them a Leave of Absence form. 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; and
- c. Delineation by the student of their understanding of the impact that the delay will have on completing the MSW

It is the student's responsibility to ensure that all LOA paperwork is completed, reviewed, approved and submitted as indicated. (Policies & procedures governing a Leave of Absence for graduate students may be found at <http://gradstudies.csusb.edu/currentStudents/policiesProcedures/index.html> on the Office of Graduate Studies website in the link for Current Students). Please refer to MSW Student Handbook for additional information.

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 and/or designated Field Coordinator, field liaison, and academic advisor to determine readiness to re-enter a practicum, review audit requirements and to finalize any outstanding arrangements.



### **6.18 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 MSW program. All social work students are responsible for knowing the NASW Code of Ethics and the information contained in the MSW Student Handbook and MSW Field Manual. Ignorance of any part of the Code, Handbook, or Manual is not an excuse for breaches in professionalism or professional ethics

### **6.19 Interruption of Field Work**

Students who are employed should clearly explain to their employers that they are not available for "on call" work, or to respond to emergencies, during field work hours. 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.

## **6.20 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 MSW Student Handbook, the University Bulletin and other university documents.

## **7.0 PLACEMENT SELECTION PROCESS AND REQUIRED FIELD PRACTICUM COMPONENTS AND REQUIREMENTS**

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 MSW program goals, and to provide the supervision and evaluation necessary for achieving and assessing desired behaviors consistent with the nine competencies.

## **7.1 Generalist (Foundation) Year Field Internships Application and Interview Process**

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.

### Application Process

1. Once a student has applied and been accepted into the MSW program, the Director of Field Education, Pathway Program Field Coordinator for the Distance Learning students or Title IV-E Field Coordinator for child welfare stipend students will send a letter/email to the student requesting an in-person, with an online option for Pathway Program, interview.
2. Students complete a Field Application online through the program's Intern Placement Tracking System (IPT). If the student is a Title IV-E stipend recipient the student will have an additional application and process to complete.
3. On the basis of student interests, learning needs, agency resources, and in somecases personal circumstances, the Director of Field Education or designated Program Field Coordinator will meet with the student to discuss placement options and a two-year field plan.
  - a. Students who receive a stipend (Title IV-E) will have additional requirements to consider when being placed.
  - b. Note: The first year field placement process is intended to expose students to an area of practice/population they have not been exposed to and/or have no experience. The second year internship is intended to be in a practice setting that aligns with the student's specialization, area of interest and possible research interests.
    - i. Title IV-E students have specific requirements to fulfill but the goal is to expose students to a setting outside of a child welfare agency foundation year, given they are required to complete their advanced year internship in a child welfare agency.
4. After the Director of Education or designated Field Coordinator has met with the student, discussed placement options and a two-year field plan, and identified the placement site that best meets the student's needs, a formal referral is made to the student and that agency by the field director of field coordinator.

### Student/Field Instructor Interview

The student is instructed to call the appropriate agency official (usually the Field Instructor) for an interview. The purpose of the interview is to determine if the placement is acceptable to the student and the student is acceptable to the prospective Field Instructor and any other interested agency official. The student is instructed to take their current resume to the interview and to attempt to secure an internship with agency.

Given the limited number of field placements, and the recent additional new social work programs, agency availability has become much more limited and competitive.

### Placement Confirmation

If the placement is acceptable to all parties involved, confirmation of this is communicated and

shared by the Director of Field Education of designated Field Coordinator, either through email or completion of the Interview Confirmation Form. Once placement is secured, the student will follow up with the field instructor in late June to discuss pre-internship requirements, (i.e., live scans, TB tests, etc.)

### Second Interview

1. On rare occasions, a placement may not be acceptable to either the student or the field instructor. In this situation, the student will report back to the Director of Field Education and/or the designated Field Coordinator. Feedback from the previous interview will be discussed with the student.
2. If necessary, the student will receive coaching on how to perform in an interview or be offered a mock interview prior to being referred for a second interview. However, being referred to a second interview will be based upon the Director of Field Education and /or designated Program /Field Coordinator determining that the student has the necessary skills, temperament, maturation and readiness to be successful in their field work.
3. If the Director of Field Education and/or designated Field Coordinator reviews the attempts made to secure a placement and determines that the student is not ready or inappropriate for field work, the student will not be referred for a third interview.
4. While the School of Social Work attempts to secure appropriate internships for all students, in accordance with the placement procedures listed above, it does not guarantee that all students will be successful in the placement interview.
5. Students who are denied a placement by two different agencies, who refuse to accept two agency offers, or who choose to refuse an interview with an agency will be required to meet with the Director of Field Education and/or designated Field Coordinator. The Director of Field Education and/or designated Field Coordinator has the option of referring the student to the Student Review Committee, or to indefinitely terminate the field practicum privileges, due to being unsuccessful in securing a placement after completing two interviews. The MSW Student Handbook, specifically the Student Review Process, will be followed in such cases. The criteria for assessing appropriateness for the social work profession include criteria including but limit to (MSW Student Handbook 2.1-2.3):
  - 2.1 Basic Abilities Necessary to Acquire Professional Skills
  - 3.2 Emotional and Mental Abilities Necessary for Performance in the , Program and Professional Practice
  - 2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice
6. If the student's employment, and/or other competing factors in their person lives, impair or prevent them from securing field placement, the process of pursuing placement will be stopped, and the student will be referred to the Director of Field Education and/or the SRC for review. The decision to stop the internship referral process is at the sole discretion of the Director of Field Education and/or designated Program/ Field Coordinator, and/or the Student Review Committee. Further, the student will not be allowed to sign up for the field work sequence (SW608).

**No student is to independently contact an agency for placement.** There are many variables involved in the placement process, which a student may not be aware of nor understand. If a student is interested in an agency that is not currently an approved placement site, the student can

discuss his/her interest with the Director of Field Education and/or designated Field Coordinator and provide agency information. However, the student **is not** to contact the agency directly.

## **7.2 Advanced Generalist Year Field Internships Application and Interview Process**

### Application Process

1. At the end of the Fall semester, returning students apply for an internship using the Field Application Form, located in IPT. If the student is Title IV-E stipendrecipient the student will have an additional application and process to complete.
2. Once the student completes the form and submits an updated copy of their resume, they sign up for an interview with the Director of Field Education, the Title IV-E Coordinator, or the Pathways Distance Education Field Coordinator.
3. The interview will provide the student with one referral to an agency based upon the student's chosen specialization, with consideration given to the student's previous experience, geographical accessibility, long range career goals, areas of special interest, and the availability of placements. An Interview Confirmation form will be sent to the agency via e-mail advising the agency of the student referral.

### Student/Field Instructor Interview

The student is instructed to call the appropriate agency official (usually the Field Instructor) for an interview. The purpose of the interview is to determine if the placement is acceptable to the student and the student is acceptable to the prospective Field Instructor and any other interested agency official. The student is instructed to take their current resume to the interview and to attempt to secure an internship with the first interview. Given the limited number of field placements and the recent additional new social work programs, agency availability has become much more limited and competitive.

### Placement Confirmation

If the placement is acceptable to all parties involved, confirmation of this is communicated and shared by the Director of Field Education or designated Field Coordinator either through email or completion of the Interview Confirmation Form. Once placement is secured, the student will follow up with the field instructor in late June to discuss pre-internship requirements, (i.e., live scans, TB tests, etc.)

### Second Interview

1. On rare occasions, a placement may not be acceptable to either the student or the field instructor. In this situation, the student will report back to the Director of Field Education and/or the designated Field Coordinator. Feedback from the previous interview will be discussed with the student.
2. If necessary, the student will receive coaching on how to perform in an interview or be offered a mock interview prior to being referred for a second interview. However, being referred to a second interview will be based upon the Director of Field Education and/or designated Program/Field Coordinator determining that the student has the necessary skills, temperament, maturation and readiness to be successful in their field work.
3. If the Director of Field Education and/or designated Field Coordinator reviews the attempts made to secure a placement and determines that the student is not ready or inappropriate for field work, the student will not be referred for a third interview.
4. While the School of Social Work attempts to secure appropriate internships for all students, in accordance with the placement procedures listed above, it does not guarantee that all students will be successful in the placement interview.



5. If the student's employment, and/or other competing factors in their person lives, impair or prevent them from securing field placement, the process of pursuing placement will be stopped, and the student will be referred to the Director of Field Education and/or the SRC for review. The decision to stop the internship referral process is at the sole discretion of the Director of Field Education and/or designated Program/ Field Coordinator, and/or the Student Review Committee. Further, the student will not be allowed to sign up for the field work sequence (SW608). The MSW Student Handbook, specifically the Student Review Process, will be followed in such cases. The criteria for assessing appropriateness for the social work profession include criteria including but limit to (MSW Student Handbook 2.1-2.3):
  - 2.1 Basic Abilities Necessary to Acquire Professional Skills
  - 3.2 Emotional and Mental Abilities Necessary for Performance in the , Program and Professional Practice
  - 2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice
6. If the student's employment conflicts with field education requirements, the student is not capable of securing a field placement, or for any other reasons, the student's competing obligations conflict with field placement, the student will be not allowed to pursue an internship. The decision to stop the internship referral process is at the sole discretion of the Director of Field Education and/or designated Program/ Field Coordinator, and/or the Student Review Committee. Further, the student will not be allowed to sign up for the field work sequence (SW608).

**Note:** Students who are participating in the Title IV-E Program engage in a structured interview process and are required to complete their advanced year placement with a county public child welfare agency.

### 7.3 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 Director of Field Education, designated Field Coordinator and/or Field Liaison(s) will provide training on how to access and use the Intern Placement Tracking (IPT) Database program during the pre-field orientation held prior to the academic year 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 MSW 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 semester, the Field Instructor rates the extent to which the observable behaviors were achieved. It is expected that activities in the first semester will help the student to begin to master the competencies, that the competencies will be further reached in the second semester and that it may not be fully reached until the last semester.

#### Learning Plan Agreement/Comprehensive Skills Evaluation Development Procedure

The following procedure is recommended beginning the first week of 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 his/her 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, 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.

#### 7.4 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.

A minimum of one process recording is **required** per month for students. An agency may require additional process recordings. They are to be reviewed by the field instructor and discussed during supervision. **One** process recording is to be submitted to the faculty liaison at each Seminar. It is used by the faculty liaison as one indicator of the student's progress in applying knowledge gained in the classroom in the field.

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 MSW Field Practicum webpage.

## 7.5 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 goals. It will assist students in identifying performance strengths and weaknesses, reviewing process recordings, discussing case issues/dynamics and evaluating progress toward achieving goals identified in the learning plan agreement. It will assist students in identifying performance strengths and weaknesses, reviewing process recordings, discussing case issues/dynamics and evaluating progress toward achieving goals identified in the Learning Plan. 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 no substitutes for the one hour of weekly individual or combination of individual and group supervision sessions.

## 7.6 Field Seminar

As an integral part of the 6081-6084 sequence, all students (both Generalist (foundation) year and Specialized Advanced Generalist year) are required to attend field seminar online. 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. In addition, attendance and participation is mandatory as the seminar class meets online on Zoom eight (8) times throughout the academic year. The seminar class is scheduled for two hours and these hours can count towards field practicum hours if approved by the field instructor and if the seminar is held on a regularly scheduled field day.

### Attendance:

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 year may be missed for ANY reason. Missing two field seminars for any reason is likely to result in a "no credit" grade for field seminar and field placement (SW6081-6084). Should this occur, the student will not be permitted to continue in the MSW 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 courses the following academic year because the MSW 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.

### Participation in Zoom Seminar:

Participation credit for Seminar is determined by several criteria, as listed below. To receive full credit for Field Seminar attendance, you must meet and demonstrate the following:

- 1) Active involvement in Zoom synchronous class discussions (video and audio on for entire class period; audio should be muted when not speaking).
- 2) Arriving on time and ready for class (video and audio on)
- 3) Remaining actively involved in class with video on for entire class period
- 4) Demonstrating a commitment to a distraction-free class learning environment, which includes the following: video on for entire class period, no personal cell use, no personal laptop or tablet use, laptop/tablet/cell use as it pertains to course material and course participation only, appropriate questions and attention to content and respect for Field Faculty Liaison and peers, as demonstrated by verbal and non-verbal communication.

***If the above criteria are not met and demonstrated, you may be asked to complete a make-up assignment, at the discretion of the Faculty Field Liaison, to receive full credit for Field Seminar.***

## 7.7 Required Field Meetings

Integration of information learned in the classroom with experiences in the field is a critical part of professional learning and preparedness to competently enter the profession. The following meetings are required to facilitate integration of material:

1. Field Orientation
2. Scheduled supervision (see Supervision section above)
3. Group meetings, training and case conferences arranged by the field instructor.
4. Periodic, usually once or twice each semester, online zoom meetings with the faculty liaison, individually and/or in groups of students and field instructors
5. Field Seminar online through MyCoyote Zoom meetings
6. Additional meetings arranged by the faculty liaison, for example, a group of students meeting in the faculty liaison's office to discuss activities, common problems or issues.
7. School events as listed on the Master Field Calendar
  - DSM Training (Online for 2020-2021; access through Blackboard)
  - Professional/Career Development Day (optional for Title IV-E students) (Tentative Virtual Event-TBD)
  - Court Immersion Day (Online for 2020-2021; access through Blackboard)
  - Title IV-E Day (optional for non-Title IV-E students) (Virtual for 2020-2021)

## **7.8 Evaluations 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 MSW 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.

## 7.9 Written Evaluations

Written evaluations of the student's progress are to be inserted in the "Field Instructor Narrative" section of the IPT Database, Learning Plan Agreement. The Field Liaison will document progress mid semester to reflect outcome of the semester field visit.

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 the competencies listed therein.
  
- Step 3            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. 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 semester.
  
- Step 4            The Field Instructor electronically saves and submits the LPA to the School via the IPT website.
  
- Step 5            The field liaison is then responsible reviewing the evaluation, electronically signing the IPT database and posting the student grade as per university protocol.

The following scale is located in the student's IPT online Learning Plan Agreement.



**7.9.1 Performance Evaluation: Please use the following Key in evaluating your students.**

**EVALUATION KEY**

**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

**An e-mail to the field liaison is required when a student shows little or no ability to perform on more than 25% of listed behaviors any time after Week 5 of the academic year. This indicates a serious problem with a student mastering a basic skill level. Also, it is expected that most first year student will not receive a score of '5' on their evaluation until spring semester. Such a level indicates mastery of a skill at a generalist (foundation year field students level or a specialized advanced generalist year field students level depending on the student placement year.**

### 7.9.2 Fall Semester

The expected levels of performance for a first semester student are levels **2** and **3**. There are likely to be *N/O (Not observed)* as well, because much of the student's time will have been spent in orientation to the agency setting and observations of other professionals.

The field liaison will meet with the field supervisor and the student early in the semester to review the Learning Agreement and at least once every semester thereafter. In between meetings, the field liaison is available to answer questions and discuss any issues of concern about the student. The field liaison should be contacted under the following circumstances:

- The student continues to perform at level **1** on any specific behavioral measure;
- The student is performing at level **2** on more than 75% of the behavioral measures in any one of the core areas.

### 7.9.3 Spring Semester (Final Evaluation)

The expected levels of performance for a spring semester student are **4** and **5**. The Liaison should be contacted under the following circumstances:

- A student is performing at level **1, 2,** or ***possibly a 3*** on any specific behavioral measure

#### **7.9.4 End of Year Evaluations**

The field practicum program is a collaborative effort between the agencies, field instructors, faculty liaisons and 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 evaluations are required at the end of each field practicum year.

1. Student Evaluation of the Field Placement
2. Field Placement Process Evaluation by Students
3. Student Evaluation of their Faculty Liaison/Academic Advisor
4. Evaluation of Field Education Administration by Field Instructors
5. Evaluation of Field Placements by Faculty Liaison
6. Evaluation and Feedback Integrative Field Seminars

The forms for all student evaluations will be provided to each student either during the last scheduled field seminar or through an electronic evaluation form provided by the School of Social Work at the end of the academic year.

If the evaluation is distributed in paper form, a student representative should be designated to collect the completed evaluation forms in the large envelope provided. The faculty member should leave the immediate area while the forms are completed to ensure confidentiality. Once the designated student has collected the completed forms, the envelope should be sealed and hand delivered to the departmental clerk or secretary.

All evaluations whether in paper form or electronic are considered confidential and are utilized for program and faculty evaluation and development.

## 8.0 GRADE FOR FIELD

The student receives a grade of credit or no credit for the Field Practicum course. The field instructor will recommend credit or no credit on the IPT database at the end of semester evaluation. The faculty liaison will consider the field instructor recommendation, determine the student's participation in Field Seminar, and will electronically submit the grade on My Coyote. 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.
4. Student's attendance at all required field events

Please note: Students will not be assigned a field grade until all field assignments and/or forms are reviewed, completed, signed, and electronically submitted.

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 occasional grade of "Incomplete" may be approved for unexpected circumstances by the Seminar Instructor. The need for the "Incomplete" is discussed by the student with the field instructor and field liaison. Students must be cognizant that an "incomplete" grade most likely will affect disbursement of financial aid for the following semester. "Incompletes" are not provided when a student is terminated from an agency and is being evaluated for continuing in the program in order to be referred and secure an alternative placement.

### **8.1 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 semester 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 *Graduate 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 and/or 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. Students who are terminated from two placements within the course of the field practicum, whether in foundation or advanced year, will be dismissed from field, and thus will not be able to continue in the MSW program.

## **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 of 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. Also, the Director of Field Education may 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
- Illegal drug use while at the practicum site
- Jeopardizing the safety of clients or 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 or University and School obligations
- Failure to report previous criminal convictions
- Violation of the NASW Code of Ethics
- Not attending seminar class
- Verbal 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 MSW 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 a meeting of the full faculty and if confirmed by the full faculty, 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). At the time a student is dismissed from the program, they are dropped from classes and are no longer enrolled. This will be communicated to Graduate Studies and University Records. This may require repayment of financial aid funds. If a student is dismissed from the MSW program, they are dismissed from the university as well.

## 9.0 FIELD WORK AGENCY: PROCESS AND REQUIREMENTS

### 9.1 Process for Placement Site Selection

#### Selecting Field Settings

Field placements are selected from social service agencies throughout the region and are approved on the basis of the quality of their professional practice and acceptance of collaborative participation in professional social work education and ability to provide the experiences that are specified in the LPA. This basic requirement involves the acceptance of the NASW Code of Ethics and the program's mission, objective, and curriculum, as well as a readiness to invest in the social work education process and meeting the minimum qualifications. The criteria for selecting agencies centers on the agency's ability to provide students the opportunity to acquire practical professional experience through instruction and supervised activities reflective of the School's overall curriculum goal. The following are used to assess the agency's capacity to provide appropriate field placements:

The following process is used to assess the agency's capacity to provide appropriate field placements:

#### 1. First Level Assessment

If a potential field site contacts any CSUSB field faculty or staff and if field staff is interested in partnering with a specific field site, initial contact is made via email or telephone. Once interest is established the following forms will be provided to begin the vetting process.

- Agency Application Form (must be completed and submitted)
- Field Instructor (FI) Information Form (Form must be completed & submitted by each potential FI)
- Initial Affiliation Agreement Information (for review)

Interested agency representative is informed that once the FI Form and Agency Application Form have been completed and submitted via email, agency information will be reviewed by Field Coordinator, Designee, and/or Field Director and an onsite visit will be set up.

Minimum requirements for field site include:

- 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.
- 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.

Once forms are received, the vetting process continues with the Field Director/Field Coordinator and/or Designee:

- Field Director/Field Coordinator and/or Designee will review the submitted forms and vet for appropriateness of agency
- Field Director/Field Coordinator and/or Designee will review the submitted forms and vet for appropriateness of Field Instructor(s), including FI Training criteria
- Once vetted and found to be suitable, Field Director/Field Coordinator and/or Designee will set an appointment with agency for a face to face site visit

## 2. On- Site Visit

An on-site visit will be completed by the Director of Field Education or designee. The Director of Field Education or designee will visit the agency to further assess its potential for MSW student placements, which will be done through discussion with agency staff and examination of agency documents regarding the services it provides. Factors included in the assessment are: whether the agency has capacity and potential for providing adequate setting experience, resources and learning opportunities appropriate to the MSW Program, supervision and instruction to ensure a quality field practicum experience, field instructors that meet our criteria, and whether the school can respond to agency interests and needs in a reciprocal fashion.

Other agency expectations include:

- A commitment to high educational standards as reflected by the Council on Social Work Education.
- The overall responsibility for the development of the agency's participation in this social work educational joint venture should rest with the agency's Executive Director or senior staff member
- 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.
- 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.
- 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.

## 3. Approval

Upon completion of field site visit, the Director of Field Education and/or Designee will discuss outcome of visit with the field team. If the agency, Field Director and field team agree that agency is a strong fit for program, Field Director will initiate Affiliation Agreement / Contract with CSUSB Contracts Office who will in term

initiate an agreement/contract with the agency. Once the Affiliation Agreement/Contract has been signed by all required parties, Field Director or Designee will add Agency to IPT (Intern Placement Tracking data system) and will add to the appropriate spreadsheet to indicate an active and approved field site. The agency will be notified in writing of approval by receipt of the university/agency agreement form signed by the university contract officer and by the agency director or designated agency representative.

4. Field Instructor Training Compliance Prior to Student Placement

Each field instructor must complete the required Field Instructor Certification Training as part of final approval of the agency in question (unless they have already been certified by an accredited Department or School of Social Work at another university within California).

## **10.0 FIELD INSTRUCTOR CERTIFICATION TRAINING PROGRAM AND COMMUNICATION**

The certification training program is an eight-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 within California). 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. Field Instructor who have not taken the Field Instructor training within the past 5 years or have not worked with a CSUSB student within the past 5 year will be required to complete the Field Instructor Training again to ensure they are trained in the school's current curriculum, changes in the field program and overall trends in field instruction;
6. Training and certification by other Schools or Schools of Social Work at other universities meet this requirement (e.g., reciprocity is granted by most who area member of the Southern California Field Director's Consortium so long as the curriculum is not materially different from that of CSUSB's.);
7. 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;
8. 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).

### **10.1 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 via the internet and in person when the University reopens for in-person classes. The Director of Field Education 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 communicating with 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.

## **10.2 Orientation Checklist for Social Work Interns and Field Instructors**

The Orientation Checklist 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 check list during supervision during the first few weeks of field placement can also reduce anxiety 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.