

CSUSB School of Social Work MSW Practicum Education Manual



2025-2026

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Purpose

This manual has been prepared to assist students, agencies, Practicum Instructors, and Faculty to understand the objectives, policies, and procedures governing the practicum 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 practicum program, its policies, and procedures, and to clarify expectations, rights, and duties of all involved in a social work practicum education program.

The Content is anchored in best practices, guided by the National Association of Social Workers (NASW) Code of Ethics, Council on Social Work Education (CSWE) standards, and University and School of Social Work policies. Additionally, important contributions provided by past and current Department Chairs, Faculty Members, Practicum instructors (Agency Supervisor), Practicum Liaisons, MSW students have been gratefully incorporated.

1.0 INTRODUCTION

Welcome to the California State University, San Bernardino (CSUSB), Master of Social Work Practicum Education Program. This Practicum Education Manual has been developed to provide information and guidance to students, Practicum Instructors, program administrators and Faculty. The manual begins with a brief overview, as well as the purpose, structure, mission, and objectives of the program, including, but not limited to

- Required hours
- Criteria for admission to practicum education
- Placement Procedures
- Criteria for selection of practicum sites and instructors
- Expectations of students at the practicum sites and seminars
- Student Learning Agreements

The practicum education program supports the MSW Program goals and aligns with the Council on Social Work Education (CSWE) Accreditation Standards, including the nine social work competencies.

1.1 School of Social Work Mission

CSUSB's Master of Social Work (MSW) program prepares students to implement advanced generalist social work practice with individuals, families, groups, communities, organizations, and policies at all levels of practice: micro, mezzo, macro. Guided by scientific inquiry, our program's competency-based curriculum provides students with the knowledge, skills, and values required to become collaborative, research-informed practitioners, leaders, and change agents in interprofessional practice contexts.

Grounded in the core social work professional values of service, social justice, the dignity and worth of every person, the importance of human relationships, integrity, competence, and human rights, our MSW program equips students to challenge oppression and advocate for social, economic, racial, and environmental justice.

Our MSW programs prepare students to disrupt systems of oppression, empower and advocate for historically disenfranchised and diverse communities, and engage in ethical and inclusive national and global practice. Our MSW program's San Bernardino and Palm Desert Campus options are located within two of the largest and most geographically and socio-economically diverse counties in the United States, while our Pathway Distance Education MSW Program has national reach. In all programs, we prepare students to serve culturally diverse individuals, families, groups, communities, and organizations across urban, suburban, and rural settings of their local areas.

1.2 Accreditation Standard 3.3 – Practicum (Field) Education

To review specific accreditation standards for practicum education, please refer to this link: <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>.

2.0 ORGANIZATION OF THE MSW CURRICULUM

2.1 MSW Generalist Curriculum

The Generalist 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 generalist study in the second half of the program. Generalist courses cover the essential knowledge, values, ethics, processes, and skills of generalist social work practice and introduce students to current issues in a range of practice areas and settings and prepare them to make informed choices about specialized study in the Advanced Generalist year. Students complete 7 units of practicum in the Generalist year of the practicum: SW 6181 and 6182 in the MSW program.

2.2 Specialized Advanced Generalist: MSW

Building on the model in the generalist year, students move on to education for advanced practice in the second or third year. All students take both the micro practice and the macro practice series of courses. They learn three advanced generalist social work practice roles: change agent, interdisciplinary or interagency social worker, social work leader. Students choose a specialization to which they will apply their specialized advanced generalist micro and macro practice knowledge. Students complete 8 units of practicum (SW 6183 and 6184) in the specialized advanced generalist year of practicum.

For further information on the curriculum, please refer to the BASW and MSW Student Handbooks.

2.3 Stipend Programs

The Title IV-E program provides financial support to MSW students preparing for careers in public child welfare. Title IV-E refers to a provision of the Social Security Act that supports services for children in foster care. At CSUSB, the Title IV-E Project Coordinator administers the program and coordinates practicum placements for students receiving Title IV-E funding. These placements are completed in public or private nonprofit agencies that serve children in foster care and/or children at risk of removal from their families due to abuse or neglect. The Title IV-E program is fully aligned with and adheres to all applicable accreditation standards. Additional information is available on the School of Social Work website.

The Public Behavioral Health (PBH) stipend program is funded by the California Office of Health Care Access and Information (HCAI) as part of a statewide behavioral health workforce development initiative. The School of Social Work administers this program and is responsible for placing students receiving PBH funds for their practicum. These placements must be completed in a public or private non-profit agency that is publicly funded and serves but is not limited to community-based behavioral health care clinics and agencies, inpatient psychiatric hospitals, schools/districts, SELPAs, colleges, inpatient and outpatient health care settings, AND child welfare, regional center, juvenile delinquency, court, and adult corrections units that offer publicly funded behavioral health care programs and services.

3.0 PRACTICUM PROGRAM OVERVIEW

3.1 The Role of Practicum Instruction in Social Work Education

Practicum Education at the CSUSB School of Social Work serves as the foundation of the

MSW curriculum and the program's signature pedagogy. It functions as the primary instructional method through which classroom-based content is operationalized, integrated, and applied in professional practice settings. As the central integrative component of the MSW curriculum, Practicum Education connects academic coursework with real-world social work environments, ensuring coherence between theoretical instruction and professional preparation.

Consistent with the MSW Program's mission to prepare specialized advanced generalist social work practitioners, Practicum Education provides the structural framework through which students engage in supervised agency-based learning. It supports the systematic integration of social work knowledge, values, and skills while reinforcing the program's commitment to culturally responsive, evidence-informed practice, human rights, and the dismantling of systems of oppression. Practicum goals and learning objectives are intentionally aligned with the overall mission and curricular goals of the MSW Program and the School of Social Work.

3.2 Purpose of Practicum

The purpose of the MSW practicum is to facilitate student learning and professional development by preparing students for competent and ethical social work practice. Through structured, supervised field experiences, students develop and demonstrate the knowledge, skills, values, and professional roles necessary for both generalist and advanced generalist practice. Practicum experiences enable students to integrate classroom learning with evidence-informed practice, the Generalist Intervention Model (GIM), and Anti-Oppressive, Diversity, Equity, and Inclusion (ADEI) principles across micro, mezzo, and macro levels of intervention.

The Generalist Practicum prepares students for entry-level professional practice by emphasizing foundational engagement, assessment, intervention, and evaluation skills. Building upon this foundation, the Specialized Advanced Generalist Practicum fosters advanced competencies in leadership, interprofessional collaboration, and change-oriented practice within complex and dynamic systems. Through this progressive learning process, students demonstrate professional competence grounded in the core social work values of service, social justice, dignity and worth of the person, integrity, and competence, consistent with the mission of the MSW Program, the social work profession, and the CSWE 2022 Educational Policy and Accreditation Standards (EPAS)..

3.3 Structure of Practicum

Students complete a total of 15 units of practicum education through the MSW practicum sequence. The practicum consists of two sequential courses each year that are taken concurrently with required MSW coursework:

- SW 6181: Generalist Practicum I (4 units) & SW 6182: Generalist Practicum II (3 units)
- SW 6183: Advanced Generalist Practicum I (4 units) & SW 6184: Advanced Generalist Practicum II (4 units)

Each practicum course is comprised of three integrated components delivered through a hybrid model:

1. Practicum (Internship) – Supervised, agency-based practice experience (In-person)

2. Integrated Practicum Seminar – Faculty-led seminar supporting the integration of theory, practice, and professional identity (delivered via Zoom; 8 times per year (one time per month) for 2.5 hours)
3. Practicum Events – Required field-related trainings, orientations, and professional development activities (delivered via Zoom)

Together, these components ensure the intentional integration of classroom instruction with agency-based learning and professional development experiences.

Practicum education is competency-based and guided by the Learning Plan Agreement/Comprehensive Skills Evaluation. In collaboration with their practicum instructors, students develop individualized learning activities that demonstrate observable behaviors aligned with all CSWE competencies and practice levels (micro, mezzo, and macro). Student performance is evaluated through multiple measures, including student self-assessments, practicum instructor evaluations, and faculty liaison reviews. Demonstration of sufficient competence in all required areas is necessary for successful completion of the practicum courses.

4.0 PRACTICUM EDUCATION ROLES AND RESPONSIBILITIES

4.1 Social Work Student: MSW

MSW students are recognized as adult learners whose life experiences are acknowledged and respected. Consistent with adult learning principles and professional social work standards, students are expected to take an active and responsible role in their practicum education.

As adult learners, MSW students are expected to:

1. Learning and Initiative

- Take initiative in reviewing and understanding the educational objectives, learning outcomes, and assigned learning activities at the practicum site.
- Actively engage in shaping their learning experiences in collaboration with their Practicum Instructor and Faculty Liaison.

2. Professional Conduct

Students are expected to maintain professional behavior at all times, which includes, but is not limited to:

- Adhering to assigned practicum schedules, including arriving and leaving on time, and notifying the Practicum Instructor promptly of unforeseen absences.
Note: Time off for studying, vacations, retreats, exams, or completing coursework does not constitute unforeseen circumstances.
- Complying with all agency policies and procedures and all CSUSB School of Social Work requirements, including the timely and competent completion of required forms, documentation, and assignments.
- Dressing in accordance with agency standards and professional expectations.
- Avoiding dual or multiple relationships with clients, staff, or other professionals that could impair professional judgment or violate ethical standards.
- Demonstrating sufficient written and oral communication skills to convey information, ideas, and professional judgments effectively.
- Demonstrating interpersonal skills necessary to work effectively with peers, faculty, staff,

- clients, and practicum professionals.
 - Recognizing and managing personal stressors through appropriate self-care strategies and, when necessary, the use of formal support services.
3. Ethical Responsibility and Disclosure
 - Promptly inform the Practicum Instructor, Faculty Liaison, and the Director of Practicum Education and/or Practicum Coordinator/Designee of any ethical, legal, or practical concerns that may compromise learning, client well-being, or the viability of the practicum placement.
 - Disclose potential conflicts of interest. For example, if a student has a family member (including former spouses, domestic partners, or stepchildren) receiving services from the practicum agency, the student must immediately notify all appropriate parties.
 4. Professional Behavior
 - Refrain from behavior that interferes with the learning or performance of others or that is inconsistent with the NASW Code of Ethics, School of Social Work expectations, or CSUSB policies.
 5. Use of Supervision
 - Use supervision effectively by preparing for meetings, actively seeking feedback, and engaging in reflective practice.
 - Accept constructive feedback respectfully and demonstrate willingness to incorporate feedback into practice.
 6. Evaluation and Assessment
 - Engage actively in the practicum evaluation process by seeking ongoing feedback and participating in all formal assessments.
 - Complete all evaluation-related documentation in a timely manner, including time logs, learning plan agreements, and self-assessments.
 7. Problem-Solving and Communication
 - Prepare for weekly supervisory conferences with the Practicum Instructor.
 - Address concerns or dissatisfaction with the practicum experience in a timely and constructive manner.
 - If concerns cannot be resolved at the agency level, contact the Practicum Faculty Liaison immediately.
 8. Attendance and Participation
 - Attend, participate in, and complete all required practicum education components, including practicum hours, integrative seminars, assignments, and events.
 - Schedule vacations and non-emergency time off outside of academic and practicum obligations. Vacations should not be scheduled during Fall or Spring semesters. Refer to the CSUSB School of Social Work Calendar for approved dates.
 9. Commitment to Diversity, Equity, and Anti-Oppressive Practice
 - Seek out resources and learning opportunities to enhance understanding of cultural dynamics, human diversity, anti-racist practice, and anti-oppressive frameworks, consistent with CSWE EPAS.
 10. Supervision Requirements
 - Meet weekly with the agency Practicum Instructor for a minimum of one (1) hour of

individual supervision.

11. Required Meetings and Trainings

- Attend all required orientations, training, and meetings arranged by the BASW and MSW Programs.
- Attend monthly Integrative Seminars with the Practicum Faculty Liaison.

12. Ethical and Legal Practice

- Practice within the scope of the student intern role and adhere to the NASW Code of Ethics and all applicable legal and ethical requirements, including but not limited to:
- Mandatory reporting laws
- Professional conduct standards
- Ethical and professional boundaries

4.2 Director of Practicum Education

The Director of Practicum Education is responsible for developing practicum curricula and administering the practicum program, including maintaining effective working relationships among agencies, students, Practicum Faculty Liaisons, and Practicum Coordinators. The Director of Practicum Education ensures that sufficient and appropriate practicum settings are available to meet student learning needs and program standards. In addition, the Director arranges for the placement of students in practicum settings consistent with their interests and learning objectives.

The Director of Practicum Education collaborates with the Program Coordinator of the stipend programs and with Practicum Coordinators for the Pathway Distance Education, Advanced Standing, Title IV-E, and BASW programs. The Director of Practicum Education is ultimately responsible for the overall functioning of the practicum education department and for resolving practicum education–related concerns.

4.3 Practicum Coordinator

MSW Practicum Coordinators work directly with the Director of Practicum Education and are responsible for the administration of the practicum program. Their responsibilities include maintaining effective working relationships among agencies, students, and Practicum Faculty Liaisons, as well as collaborating with the Director of Practicum Education in the development of practicum education course curricula. Practicum Coordinators also ensure that sufficient and appropriate practicum settings are available to meet student learning needs and program standards, and they coordinate or facilitate student placement in practicum settings consistent with students' interests and learning needs.

On occasion, Practicum Coordinators may also serve in the role of Practicum Faculty Liaison. When this dual role occurs, students who have concerns involving the Practicum Coordinator and do not feel they can resolve the issue directly with them may contact the Director of Practicum Education for assistance.

4.4 Practicum Education Sequence Committee

The Practicum Education Sequence Committee is a subcommittee of the School of Social Work Curriculum Committee. The Director of the School of Social Work appoints the Chair and faculty members of the Practicum Education Sequence Committee. The committee collaborates with the Director of Practicum Education on practicum education–related matters, including the selection of

practicum sites, placement concerns, and issues related to the integration of classroom learning with practicum education. The Practicum Education Sequence Committee recommends practicum curriculum policy changes to the Director of Practicum Education for submission to the Curriculum Committee. The committee meets each semester and at the call of the Director of the School of Social Work.

The practicum team also engages with community partners and attends community meetings throughout the academic year to solicit input and recommendations for practicum-related curriculum changes. This feedback is shared with the Practicum Education Sequence Committee.

4.5 Practicum (Faculty) Liaison

The Practicum Faculty Liaison must hold an MSW degree from a CSWE-accredited program of social work and have a minimum of two years of post-graduate professional experience. Practicum Faculty Liaisons are full-time or adjunct faculty members who serve as educational consultants to Practicum Instructors (described in Section 4.7).

The Practicum Faculty Liaison approves the student's Learning Plan Agreement/Comprehensive Skills Evaluation, holds regularly scheduled conferences with both the student and the Practicum Instructor, facilitates the Integrative Seminar, evaluates student learning, and assigns a grade of credit or no credit. Practicum Faculty Liaisons meet with practicum agencies via Zoom or in person, maintain ongoing communication with Practicum Instructors, and participate in student and Practicum Instructor orientations, seminars, and other practicum-related meetings. The Practicum Faculty Liaison reports on student progress to the designated Practicum Coordinator and/or the Director of Practicum Education and coordinates individual student education matters between the School of Social Work and the practicum agency.

4.6 Agency/Practicum Education Setting

Practicum education settings are selected from social service agencies throughout the region, state, and nation. Agencies are approved based on the quality of their professional practice, their willingness to engage in collaborative social work education, and their ability to provide learning experiences consistent with the requirements outlined in the Learning Plan Agreement (LPA). All approved agencies must adhere to the NASW Code of Ethics, demonstrate alignment with the program's mission, objectives, and curriculum, and show readiness to invest in the social work education process while meeting minimum qualification standards.

Criteria for agency selection emphasize the agency's capacity to provide meaningful professional learning experiences through instruction and supervised activities that align with the School of Social Work's curriculum goals, the nine social work competencies, and accreditation standards. To ensure that students' learning needs are met, CSUSB has established a formal, multi-step process for selecting practicum placement sites. This process confirms that agencies possess the expertise and capacity to effectively train students and ensures that the roles and responsibilities of all partners in the practicum education process, the University, the agency, and the student, are clearly defined prior to the start of placements.

For additional information, please refer to Section 9.0: Practicum Agency Selection Process and Requirements.

4.7 Practicum Instructor

The Practicum Instructor serves as the student's primary teacher and supervisor within the agency and is responsible for providing ongoing feedback, supervision, instruction, and assessment of the student's developing knowledge, skills, and professional values.

In collaboration with the student, the Practicum Instructor develops the Learning Plan Agreement/Comprehensive Skills Evaluation (LPA) based on criteria established by the BASW Program and monitors the student's progress throughout the practicum placement. The LPA serves as the "roadmap to learning" and must be completed within the first five weeks of the fall semester. It outlines learning strategies and tasks that guide the student's practicum experience and support the achievement of educational objectives.

Practicum Instructors are selected based on their instructional quality and commitment to the educational standards of the BASW Program. While the Practicum Instructor holds primary responsibility for student instruction and supervision, a preceptor may provide additional guidance or support as a secondary learning resource. The use of preceptors enhances the student learning experience but does not replace the required minimum of one hour per week of individual supervision provided by the Practicum Instructor.

Practicum Instructors assess student performance throughout the semester and participate in a midterm visit with the Practicum Faculty Liaison to review student progress and identify areas for continued development. Preceptors are encouraged, but not required, to participate in these visits. Practicum Instructors must hold an MSW degree from a CSWE-accredited program. CSUSB also requires a minimum of two years of post-MSW professional experience, at least six months of experience within the practicum setting, and completion of the Practicum Instructor Certification Training. Practicum Instructors who have not completed the required training must do so within one year of beginning practicum instruction. In cases where a Practicum Instructor has not yet completed the required training, a Practicum Coordinator or the Director of Practicum Education will meet with the new instructor to review program requirements and provide an overview of the Practicum Instructor role as temporary support until the training is completed. Failure to complete the training within the required timeframe will result in ineligibility to continue serving as a Practicum Instructor. To ensure high-quality practicum education, Practicum Instructors are expected to:

1. Complete the required Practicum Instructor Training, which includes an orientation to the School of Social Work's curriculum, policies, and procedures.
2. Collaborate with the student to develop a clear Learning Plan Agreement that outlines performance expectations, including behavioral learning goals, methods of achievement, and standards of measurement, as documented in the Learning Plan Agreement/Comprehensive Skills Evaluation.
3. Provide a minimum of one hour per week of individual supervision.
 - Group supervision may not substitute for required individual supervision.
 - The Practicum Instructor of record maintains administrative and clinical oversight of the student's work at the practicum site. If the student provides therapeutic services, the student does so under the license of the Practicum Instructor of record.
4. Provide ongoing written and verbal feedback regarding student performance, including completion of the end-of-semester student evaluation. If the Practicum Instructor and/or Preceptor identifies concerns related to student performance, professionalism, or adherence to the NASW Code of Ethics, the assigned Practicum Faculty Liaison must be notified immediately to support problem-solving and the development of a corrective plan.
5. Provide or facilitate appropriate practice opportunities that enable the student to meet the

expectations outlined in the Learning Plan Agreement.

6. Inform the student and Practicum Faculty Liaison of any unusual opportunities, conditions, or concerns in a timely manner; evaluate student progress on an ongoing basis; and involve the student in the evaluation process.

In special circumstances, certain CSUSB requirements may be waived. In such cases, enhanced supervision by the Practicum Faculty Liaison is required, and prior approval must be obtained from Practicum Administration (Director and/or Coordinator).

Occasionally, a CSUSB faculty member may be designated to provide practicum instruction when an agency does not have a qualified Practicum Instructor available. In these instances, a CSUSB faculty member or grant-funded staff member provides the social work educational perspective, while the agency retains full responsibility for supervision and oversight of all student activities and cases. In these circumstances, the University does not hold administrative authority over the agency's supervision of the student.

4.8 Preceptor

The Preceptor may be an agency administrator or supervisor. In agencies where the Preceptor holds an administrative position (often as a director or supervisor), they may oversee cases and activities assigned to the student and may monitor the student's work in accordance with agency policies and documentation requirements. However, the Preceptor must maintain direct communication with the Practicum Instructor to determine appropriate case assignments and learning activities and to evaluate the student's progress, ensuring that all assignments meet student learning objectives and university requirements.

The Preceptor is considered an enhancement to practicum education but does not substitute for a Practicum Instructor or the required minimum of one hour of individual weekly supervision/instruction. In agencies where a Preceptor provides administrative oversight of a student's cases and activities, the Director of Practicum Education or the designated Program Practicum Coordinator must be informed of the practicum structure and plan. It is also recommended that the Preceptor attends the Practicum Instructor Certification training.

4.9 Non-MSW Supervisor

Agencies are required to identify qualified staff who are available to provide supervision to students during the establishment of an affiliation agreement. In rare circumstances when an on-site M.S.W. practicum instructor is not available, the Practicum Program will determine which of the following supervision models best meets CSWE accreditation standards, program requirements, and student learning needs.

1. Off-Site Practicum Instructor with On-Site Preceptor

When an agency meets all practicum placement criteria except for the presence of an on-site M.S.W. practicum instructor, the Director of Practicum Education or Practicum Coordinator may approve a supervision model that includes day-to-day oversight by a qualified non-M.S.W. preceptor (task supervisor), in accordance with CSWE standards.

In such cases, the agency must also provide a qualified off-site M.S.W. practicum instructor who:

- Provides a minimum of one hour per week of individual practicum supervision; and
- Maintains primary responsibility for the educational oversight of the student’s practicum experience, including evaluation and required documentation.

Appropriate on-site preceptors may include LMFTs, psychologists, or other qualified agency staff with a minimum of two years of experience in the role for which the student is being trained.

2. University-Designated Practicum Instructor

When an agency meets all placement requirements but lacks a qualified M.S.W. practicum instructor, the University may designate a CSUSB faculty member to serve as the practicum instructor in order to maintain compliance with CSWE accreditation standards.

Under this model:

An on-site preceptor (task supervisor), such as an LMFT, psychologist, or other qualified staff member with at least two years of relevant experience, is designated to provide day-to-day supervision of the student’s activities. The preceptor must:

- Complete a Practicum Instructor Information Form;
- Submit a current résumé; and
- Complete the required 8-hour Practicum Instructor Training to ensure understanding of program goals, educational expectations, and student learning objectives.
- The designated CSUSB practicum faculty member provides the student with a minimum of one hour of weekly supervision, ensuring a social work perspective and educational oversight.
- The agency retains responsibility for daily supervision, oversight of student activities and cases, and collaborates with the University to complete all required practicum documentation (e.g., Learning Plan Agreement and Comprehensive Skills Evaluation).
- The University does not assume administrative authority over agency operations.

3. Temporary Supervision Arrangements Due to Practicum Instructor Departure

If a practicum instructor leaves the agency, takes a leave of absence, or is otherwise unable to provide supervision—and no qualified replacement is immediately available on-site—the Director of Practicum Education and/or Practicum Coordinator will collaborate with the agency to identify an interim supervision plan that ensures continuity of learning and compliance with CSWE standards.

When an on-site preceptor (task supervisor) is available to provide daily oversight, the Practicum Program may temporarily assign the student to weekly group supervision led by a qualified social work faculty member. This arrangement ensures ongoing educational supervision and the continued integration of a social work perspective until a qualified practicum instructor is reestablished at the agency.

Although intended as a temporary measure, this supervision model will remain in effect until appropriate supervision is restored in accordance with program requirements and CSWE accreditation standards.

5.0 PLACEMENT PROCESS OVERVIEW

5.1 Student Involvement in Placement Choices

MSW Generalist Year and Specialized Advanced Generalist practicum placements are assigned by the MSW Practicum Coordinators or the Director of Practicum Education. Student interests, learning needs, level of study, and agency availability are considered in the placement process.

The Generalist Year practicum provides students with foundational knowledge, skills, and values for generalist social work practice with individuals, families, groups, organizations, and communities across diverse settings. The Specialized Advanced Generalist practicum builds upon this foundation by developing advanced competencies in leadership, interprofessional collaboration, and change-oriented practice within complex and dynamic systems.

While every effort is made to place students in settings aligned with their interests, preferred practice settings or populations cannot be guaranteed. The placement process begins with a pre-placement interview between the student and a Practicum Coordinator to assess learning goals and identify appropriate practicum opportunities. Students receiving grant-funded support are limited to placements aligned with the specialization for which the funding is designated. Refer to Section 7.0 for a detailed description of the practicum placement process.

**Pathway Distance Education students who are not participating in the Title IV-E grant-funded program are required to submit four potential practicum placement ideas within their local geographic area if they are located outside San Bernardino, Riverside, Los Angeles, or Orange Counties. Students are clearly instructed not to contact any agencies directly, as students are not permitted to seek out or arrange their own practicum placements.

5.2 Areas of Practice Experience

Students are expected to complete practicum education course assignments across micro, mezzo, and macro areas of practice. The practicum education program ensures that both generalist and specialized advanced generalist practice opportunities are available to all students, allowing them to demonstrate the nine social work competencies in practicum settings at all system levels, including:

- i. Individuals
 - ii. Families
 - iii. Groups
 - iv. Organizations
 - v. Communities
- (CSWE, 2022)

6.0 ADMINISTRATIVE POLICIES AND PROCEDURES

6.1 Orientation

A mandatory practicum education orientation is held annually prior to the start of practicum placements and the fall semester. Attendance is required for all students entering practicum.

Orientation covers:

- Practicum education program mission, structure, and policies
- Required documentation, competencies, and expected learning outcomes
- Roles and responsibilities of students, Practicum Instructors, Practicum Faculty Liaisons, Practicum Coordinators, and the Director of Practicum Education
- Use of the Intern Placement Tracking (IPT) system (Alcea Software) for required practicum tasks, including the Learning Plan Agreement and semester evaluations
- Opportunity for students to ask questions and discuss practicum-related concerns with practicum faculty

Enrollment Requirement:

Students may not enroll in a practicum education course or be placed at a practicum site unless they have:

- Completed all required pre-practicum online training modules, and
- Attended the mandatory practicum education orientation

Failure to meet these requirements may prevent completion of the social work program.

Required Pre-Practicum Online Modules (may include):

1. Child Abuse and Mandated Reporting
2. Adult Protective Services and Mandated Reporting
3. Ethics and Professional Boundaries (e.g., ethics vs. law, confidentiality, mandated reporting, HIPAA, duty to protect, cultural competence, informed consent, and dual relationships)
4. Safety in the Practicum Setting
5. Telehealth

6.2 Confidentiality and Privacy

Students are required to adhere to the NASW Code of Ethics and all agency policies related to confidentiality and privacy. All practicum activities and related academic work, including class discussions and written assignments, must consistently protect the confidentiality and privacy of clients, classmates, and agency information.

Students must read, understand, and comply with all applicable HIPAA laws and regulations and are expected to be familiar with their assigned agency’s specific HIPAA-related practices. Any violation of HIPAA will result in referral to the Student Review Committee and may lead to immediate dismissal from the Social Work program. This includes the requirement to use only HIPAA-compliant devices, secure platforms, or agency-approved encryption for all forms of communication (e.g., electronic messaging, text, or email), in accordance with agency policy.

Students must be aware of the risks associated with electronic media, digital tools, and emerging technologies, including artificial intelligence (AI) platforms such as ChatGPT. The use of AI tools for any practicum-related activity that involves client information, agency data, documentation, or case material is strictly prohibited unless explicitly approved by the agency and permitted under all applicable laws, regulations, and agency policies. Even when approved, students must ensure that no identifying or confidential information is entered into AI platforms.

Students may not store client phone numbers or identifying information on personal cell phones, computers, or other personal devices. If a student is asked to use a personal device for practicum-related purposes, they must consult with the Practicum Instructor to determine appropriate and agency-approved practices. If concerns remain unresolved, the student should contact the Practicum Faculty Liaison for guidance.

Students are strictly prohibited from disclosing any client-related information on social media platforms, including but not limited to Facebook, Twitter/X, Instagram, or any other social networking sites. The use of personal electronic devices (e.g., cell phones, laptops, tablets) must be approved by the agency, and students are responsible for complying with all agency policies governing their use.

When confidentiality cannot be maintained, students must obtain written authorization for the release of confidential information in accordance with agency procedures and legal requirements.

At no time may a student transport client records or documents without the prior knowledge and approval of the Practicum Instructor. Any authorized transport of documents must comply with agency policy and HIPAA and best-practice guidelines and ensure that all materials are secured appropriately.

6.3 Practicum Hours

The practicum hour requirements, supervision expectations, and scheduling policies described in this section are designed to ensure compliance with the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS 3.2.7) for master's-level field education. The MSW practicum structure supports the progressive development of generalist and specialized advanced generalist social work competencies through sequenced, supervised, and integrated learning experiences that are intentionally aligned with academic coursework.

MSW Practicum Hour Requirements

- MSW Generalist Year
 - 240 hours per semester (approximately 16 hours per week)
 - Total of 480 hours for the generalist placement year

- MSW Specialized Advanced Generalist Year
 - 300 hours per semester (approximately 20 hours per week)
 - Total of 600 hours for the specialized advanced generalist placement year

Students enrolled in the 2-year or 3-year MSW programs must complete a minimum of 1,080 practicum hours to graduate. The increased weekly hour requirement in the specialized advanced generalist year reflects the advanced nature of practicum sites and corresponds to the additional academic credit awarded per semester.

Advanced Standing students are required to complete 600 hours at the MSW specialized advanced generalist level in addition to the 480 hours completed at the BASW generalist level, for a combined total of 1,080 practicum hours, consistent with CSWE requirements.

Each student completes one practicum placement per academic year and is required to remain in practicum for the entire semester, regardless of whether minimum hour requirements are met prior to the official end date. Placement changes are considered only when a substantiated issue of fit necessitates reassignment to protect student learning and client services.

Students are not permitted to accrue additional hours for the purpose of “banking” practicum time to complete a semester early, as this practice compromises the integration of field education with concurrent coursework.

Practicum Start and End Dates

Practicum start and end dates are established by the School of Social Work Academic Calendar and are provided to students at the beginning of the academic year. Students may not begin practicum prior to the official start date, during winter intersession, or beyond the official end date without prior written approval.

Limited exceptions may be approved in circumstances such as:

- School-based placements with client-driven schedules,
- Select agencies with later start dates, or
- Approved reasonable accommodations coordinated through the Practicum Education Department in consultation with Services to Students with Disabilities (SSD).

Students assigned to agencies with approved alternative schedules are notified prior to the interview process. These policies ensure that practicum education remains sequenced with practice coursework and supports continuity of learning. All alternative schedules require university approval and must be documented in the Learning Plan Agreement (LPA).

Students are prohibited from interning during winter intersession, when the campus is closed. Refer to the CSUSB School of Social Work Calendar for specific dates.

Practicum Beyond the Official End Date

Students may not continue practicum beyond the official end date without prior approval. In limited cases, such as continuity of client care, approval may be granted by the Practicum Faculty Liaison, Practicum Coordinator, and/or Director or Assistant Director of Practicum Education.

Approved hours completed beyond the official end date are recorded on the subsequent semester’s time log. Any Title IX–related arrangements involving practicum beyond the official end date are addressed in Section 6.5 (Reasonable Accommodations).

Attendance, Absences, and Documentation

Students are expected to adhere to agency business hours and the practicum schedule established in collaboration with the Practicum Instructor.

- Students may not miss more than one practicum day per semester.
- Any missed hours due to absence, tardiness, or early departure must be made up.
- Students who miss or anticipate missing more than one day, whether consecutive or non-consecutive, must notify both the Practicum Instructor and Practicum Faculty Liaison.
- If a student misses more than two days in a semester, the Practicum Faculty Liaison consults with the assigned Practicum Coordinator or Director/Assistant Director as appropriate.

Agencies maintain attendance records to verify completion of required practicum hours.

Students are required to accurately log practicum hours weekly and electronically sign the time log in the Intern Placement Tracking (IPT) system at the end of each semester. Time logs must align with Practicum Instructor records in order for practicum credit to be awarded.

Practicum Scheduling and Modalities

Practicum hours typically occur between 8:00 a.m. and 5:00 p.m. Some agencies may require limited evening or weekend hours; these arrangements are considered exceptions and require approval from the Practicum Coordinator and/or Director.

Most practicum placements are conducted in person. Some placements may include approved remote activities, such as telehealth services, phone contacts, or virtual meetings, consistent with agency policy and educational objectives.

Changes to Practicum Hours

Any proposed changes to practicum hours or days must receive prior approval:

1. The student discusses the proposed change with the Practicum Instructor and obtains agency approval.
2. The student consults with the Practicum Faculty Liaison.
3. The Practicum Faculty Liaison consults with the Practicum Coordinator for final approval.
4. If approved, the student updates the Learning Plan Agreement (LPA) accordingly.

Employment and Scheduling Considerations

Students may attempt to adjust employment schedules to accommodate practicum requirements; however, limited agency availability often restricts alternative scheduling options. All students sign a Statement of Understanding prior to program admission acknowledging practicum hour requirements.

The School of Social Work emphasizes availability during standard agency hours to ensure meaningful participation in agency operations, including staff meetings, case conferences, and training. Students unable to meet traditional practicum scheduling requirements may be required to take an academic Leave of Absence or may be unable to continue in the program due to placement limitations.

Appropriate Use of Practicum Time

Practicum hours are reserved exclusively for agency-assigned learning activities and documentation. Students may not complete academic coursework or employment-related tasks during practicum hours. Logging practicum hours while engaging in non-practicum activities is considered unethical and may constitute falsification of hours.

Process recordings are considered practicum-related activities and may be completed during practicum hours with Practicum Instructor approval.

Practicum seminars are not counted as practicum hours, unless they occur during the student's scheduled practicum time. Seminar hours may not be applied toward the Pupil Personnel Services Credential (PPSC).

Placement Continuity and Early Termination

Students are expected to remain in the same practicum placement for the full academic year. Discontinuation of a practicum placement prior to completion, regardless of earned academic credit, may result in referral to the Student Review Committee for a Level 2 review and may require the student to restart the practicum experience.

Early termination of a placement may raise concerns related to client continuity of care and professional responsibility and can result in academic consequences, including delayed program completion or dismissal from the program.

Summer and Block Placements

Block placements (40 hours per week) are not available, and social work practicums are not offered during the summer. If an agency retains a student beyond the official end of the spring semester, the student is no longer operating as a CSUSB student intern and is not covered by the University's malpractice insurance. In such cases, the student may be required to secure private malpractice coverage or be covered under the agency's insurance policy.

6.3.1 Working within Scope of Practice

Scope of Practice refers to the activities and responsibilities that a student intern is authorized to perform at their practicum site. These activities must be appropriate to the student's level of education, training, and experience and must be approved by the agency and documented in the Learning Plan Agreement.

Students are encouraged to consult with their Practicum Faculty Liaison if they have questions or concerns regarding their authorized scope of practice at the practicum site. The School of Social Work assumes no responsibility for any student who engages in activities, duties, or responsibilities that are not approved by the practicum site and/or are not identified in the Learning Plan Agreement.

6.3.2 Attendance and Punctuality

Students are responsible for adhering to regular agency workdays and hours as arranged with the Practicum Instructor and for documenting the agreed-upon schedule in the Learning Plan Agreement (LPA). Students must maintain an accurate and up-to-date record of practicum hours in the Intern Placement Tracking (IPT) system. At the end of each semester, both the student and the Practicum Instructor are required to review and electronically sign the IPT time log. While some agencies may require students to complete an internal timesheet, this does not replace the required IPT time log.

Attendance requires that students arrive at the practicum site at the start time specified in the LPA and be prepared to begin practicum activities upon arrival. Students are expected to remain on site until their scheduled practicum hours are completed. Any changes to the practicum schedule must receive prior approval from the Practicum Instructor and Practicum Faculty Liaison and must be promptly updated in the Learning Plan Agreement.

Practicum is a professional responsibility and an integral component of a student's career preparation, not simply a course requirement. Attendance and punctuality reflect professional behavior and may influence future employment or letters of recommendation from Practicum Instructors or Preceptors. Patterns of poor attendance or punctuality may be documented in the Learning Plan Agreement and may result in a lower practicum evaluation or grade.

Students who miss, or anticipate missing, more than one practicum day—whether consecutive or nonconsecutive and regardless of the reason—must notify both the Practicum Instructor and Practicum Faculty Liaison prior to, or at the time of, the absence. If a student misses more than two days in a semester, the Practicum Faculty Liaison will consult with the assigned Practicum Coordinator or Director/Assistant Director and may initiate a Level 1 Student Review meeting.

All missed practicum time, including supervision and required assignments, must be made up within 14 business days. If a student is unable to make up the missed time within this timeframe, the Practicum Coordinator must be notified immediately. Failure to notify the Practicum Coordinator within 14

business days may result in the student being scheduled for a Level 1 Student Review meeting. Students should also refer to the Student Handbook for additional information regarding the Policy on Course Absences.

6.3.3 Furloughs, Mandated Time Off, or Agency Strike

Some agencies may require employees to take furloughs or mandated time off, such as days immediately before or after a holiday. These days are not considered official holidays for practicum purposes. If a student's scheduled practicum hours are affected by such mandates, the missed time must be made up. The Practicum Education Team will work with students to develop an appropriate plan to address any required make-up hours.

In the event of an agency strike or labor action, the Practicum Instructor and student must promptly notify the Practicum Faculty Liaison. The Faculty Liaison will then coordinate with the Practicum Coordinator to assess the situation and develop an appropriate support and supervision plan to ensure student safety and continuity of learning.

6.3.4 Holidays, Winter Intersession, and Spring Semester

Holidays

Students may not count practicum hours for holidays. Practicum hours are only counted when students are physically present at the practicum site or engaged in approved practicum activities. If a student's regularly scheduled practicum day falls on a holiday and the agency is closed, the student is required to make up the missed hours. All university-recognized holidays are taken into account when calculating the minimum number of practicum hours required to successfully complete the practicum course.

Students may observe religious holidays not recognized by their practicum agency; however, these days are considered absences and must be made up. Such absences must be discussed and approved by the Practicum Instructor in advance. If a practicum operates on an adjusted schedule, students are expected to collaborate with the agency to meet client needs and practicum requirements.

Winter Intersession

Winter intersession dates are listed on the CSUSB School of Social Work Calendar, and students should refer to the calendar for specific dates. Students are not permitted to be in practicum when the university campus is officially closed.

In limited circumstances, continuity of care may require students to remain at their practicum site for up to one week following the end of the fall semester. This most commonly occurs in school-based placements, where school district calendars may not align with the university calendar. In such cases, students are expected to see clients as needed for continuity of care but are not required to complete the full weekly practicum hour requirement during that week.

Practicum schedules, including any potential winter intersession expectations, should be discussed during the interview process and reviewed again at the start of the fall semester. If continued practicum participation beyond the fall semester is required, students must request approval from the Practicum Faculty Liaison, who will consult with the assigned Practicum Coordinator prior to approval.

School districts and other agencies may operate on adjusted schedules during holidays or mid-semester breaks. Students placed in school-based settings are informed of potential scheduling

variations during the placement process and are expected to follow the agency's calendar and policies. Students should request a practicum calendar from the agency at the beginning of the placement. School-based days off do not count toward required practicum hours, and students are responsible for accounting for these days in their total hour requirements.

The limited winter intersession policy serves two purposes:

1. To prioritize continuity of care for clients and agencies; and
2. To allow students to make up practicum hours, if needed, due to unforeseen absences during the academic year.
- 3.

For county-based programs or the Title IV-E program, employment-based practicum placements may require students to resume full-time employment status during winter or spring breaks. Students in these placements are responsible for discussing agency expectations and policies prior to accepting the practicum assignment.

Spring Break

Spring break dates are listed on the CSUSB School of Social Work Calendar.

While the University encourages agencies to allow students to observe spring break, approval is at the discretion of the agency. Students placed in school districts may be required to follow the school district's spring break schedule rather than the University's spring break. In such cases, students are responsible for accounting for time off and making up required practicum hours as needed. Time is allocated within the academic year to meet all required practicum hour requirements.

Employment-based practicum placements may not permit spring break due to agency policy, and students in these placements are expected to comply with agency requirements.

6.3.5 Illness and Other Emergencies (Health and Mental Health)

Students are expected to notify the Practicum Instructor prior to the start of the practicum day in the event of illness or any emergency that may result in absence or tardiness. Notification should be made by phone call or text message, in accordance with the Practicum Instructor's stated preference. All missed practicum hours must be made up before the end of the semester, unless alternative arrangements are approved in coordination with the Practicum Instructor and Practicum Faculty Liaison. Such arrangements are reserved for unavoidable, documented, or emergent circumstances and may involve consultation with the Practicum Coordinator.

If a student's absence extends beyond two practicum days, particularly later in the semester, a Level 1 Support Meeting will be required. The plan for making up hours must be reviewed and approved during a Level 1 Review Meeting, which includes the Practicum Coordinator or Director/Assistant Director of Practicum Education.

Absences that exceed one practicum day per semester, whether consecutive or nonconsecutive and regardless of reason, must be reported by the student to both the Practicum Instructor and the Practicum Faculty Liaison. If a student is absent for more than two consecutive practicum days, the Practicum Instructor is required to notify the Practicum Faculty Liaison via phone or email.

No-shows, defined as absences without prior notification to the Practicum Instructor or Preceptor, are considered unprofessional conduct unless a documented medical or mental health emergency prevented notification at least four hours prior to the scheduled start of practicum. In the absence of

such circumstances, a no-show may result in referral to the Student Review Committee (SRC) for a Level 2 review.

Students may experience personal, medical, mental health, or other unforeseen circumstances that affect their ability to participate in or complete practicum. Students are strongly encouraged to disclose concerns as early as possible so that appropriate academic, practicum, and support options may be explored. When relevant, students may be referred to or encouraged to contact Services to Students with Disabilities (SSD) to explore reasonable accommodations or temporary adjustments consistent with University policy.

Students have an ethical responsibility under the NASW Code of Ethics (Standard 4.05) to ensure that personal challenges, including psychosocial distress, legal issues, substance use, or mental health concerns, do not interfere with professional judgment, performance, or client well-being. When such challenges arise, students are expected to seek consultation and take appropriate remedial action, which may include seeking professional support, adjusting workload, temporarily suspending practice, or taking other steps necessary to protect clients and others (NASW, 2021).

If faculty members (academic or practicum education) or agency personnel become aware that a student may be experiencing a crisis or poses a potential risk to themselves or others, immediate precautions will be taken to ensure safety. These actions may include contacting the CSUSB CARE Team, Services to Students with Disabilities (SSD), a County Crisis Response Team, and/or local law enforcement, as appropriate.

The University is committed to maintaining the health and safety of students, faculty, clients, and the broader community. Accordingly, Practicum Instructors and agency representatives are expected to promptly notify the Practicum Coordinator or Director/Assistant Director of Practicum Education regarding any concerns related to student health, safety, or ability to safely continue in practicum.

6.4 Insurance

CSUSB provides professional liability (malpractice) insurance coverage for all social work student interns, with the cost included in semester registration fees. An exception may apply when a student completes practicum at their place of employment and the employing agency provides malpractice coverage. In such cases, the coverage arrangement must be documented and approved by the agency, the Practicum Instructor, and the CSUSB School of Social Work.

Coverage under the University's malpractice insurance policy applies only when students are functioning in an approved practicum role, an active affiliation agreement is in place, and the practicum occurs during the academic year. Professional liability insurance is effective only while the student is officially registered in the School of Social Work. Students with questions regarding insurance coverage should contact a member of the practicum education team.

Students are responsible for obtaining and maintaining their own health, accident, and/or automobile insurance as required by the practicum agency. CSUSB does not provide health or accident insurance for practicum participants and is not financially responsible for medical expenses resulting from illness, injury, or emergency medical treatment. Students are strongly encouraged to secure health insurance prior to beginning practicum, such as Medi-Cal or coverage through an employer or family plan, if available.

6.5 Accommodations and Title IX

Accommodation

Students are responsible for requesting reasonable accommodation for the practicum seminar course and/or practicum site by registering with CSUSB Services for Students with Disabilities (SSD) and consulting with their designated Practicum Coordinator and/or the Director of Practicum Education at the time of the practicum interview.

If an accommodation need is identified after a student has been placed with an agency, the student is strongly encouraged to discuss their specific needs with the Practicum Faculty Liaison and/or Practicum Instructor as soon as possible. Requests for accommodation are reviewed to determine whether they are reasonable for the practicum setting and agency and whether any limitations apply based on agency operations, client needs, or educational requirements.

All accommodation determinations are made by CSUSB Services for Students with Disabilities (SSD) in consultation with the School of Social Work Practicum Education Program. Approved accommodations in a practicum setting may differ from those approved for classroom instruction due to the nature of field-based learning and agency requirements.

Information about SSD and the accommodation request process is available on the CSUSB website: <https://www.csusb.edu/ssd>

Title IX

The California State University does not discriminate on the basis of gender, including sex, gender identity, gender expression, and sexual orientation, in its education programs or activities. Title IX of the Education Amendments of 1972, along with other applicable federal and state laws, prohibits discrimination based on gender or sexual orientation in employment and in all education programs and activities operated by the University, both on and off campus, including admissions.

The CSUSB School of Social Work fully supports and complies with Title IX policies. Protection under Title IX includes, but is not limited to, sexual harassment, sexual misconduct, gender-based dating and domestic violence, and stalking.

The determination of accommodation requests can include a review of whether the requested accommodation is reasonable for the setting and/or agency and whether there are limits to the scope of accommodation. This will be determined by the CSUSB's Title IX Office, in consultation with the School of Social Work Practicum Education Program. Accommodation in a practicum setting may be different from that approved for a classroom.

6.6 Criminal Background Checks (Live Scan)

Criminal background checks are commonly required as part of the onboarding process for students placed in many practicum settings. Any criminal record (infraction, charge, misdemeanor, or felony) may make a student ineligible for placement in certain agencies. Students are advised that a lack of disclosure about a criminal background during the agency interview process may result in a denial of placement at some agencies. It is strongly recommended that students with any degree of criminal background openly discuss their specific situation with their designated program Practicum Coordinator during their pre-placement meeting so they can gain a better understanding of the potential challenges of placement on a case-by-case basis.

Students may be ineligible for placement or terminated from an agency if criminal background

information comes to light without prior disclosure. The Practicum Director or the designated program Practicum Coordinator can provide insight to students regarding potential opportunities and barriers to securing a practicum site but cannot guarantee placement or choice of placement. Information disclosed will be used only for the purpose of determining appropriate practicum options. Please note: If a student cannot be placed, they will be unable to continue in the MSW program.

If a student is arrested or charged with a new offense or is convicted before commencing and/or while enrolled in the program, the student is required to disclose this information to the Director of the School of Social Work, Director of Practicum Education, designated Practicum Coordinator, and Academic Advisor within 48 hours of the 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 deception and will be handled as a form of academic dishonesty, in addition to any other violations. Arrests, violations, and/or convictions that violate University and/or School policies or standards may result in sanctions. Please see the NASW Code of Ethics, "4.04 Dishonesty, Fraud, and Deception."

Students who are arrested, charged, or convicted before commencing and/or while enrolled in the program are not permitted to return to practicum 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 may choose not to disclose information. However, if the student chooses not to disclose information, the Student Review Committee will be unable to determine a course of action based on program guidelines and the Code of Ethics.

If a student is charged with a new offense before commencing and/or while enrolled in the program, 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 that semester but will not be permitted to return to practicum and will most likely be unable to continue in subsequent semesters until a resolution has been reached, as the nature of the program largely requires core courses to be taken concurrently with practicum. Once the outcome of the specific case or circumstance has been determined or resolved, it is the student's responsibility to inform the Director of the School of Social Work, Director of Practicum Education, MSW Practicum Coordinator, and Academic Advisor. At that time, the student will be referred to the Student Review Committee again to review the specific factors and their implications for the social work profession and the student's ability to return to the program and practicum.

6.7 Immigration Status

The University does not verify the immigration status of students. However, practicum sites may require documentation of a student's citizenship or residency status, such as a valid Social Security number and/or a valid California driver's license, identification card, or visa. The School of Social Work Practicum Education Department cannot guarantee placement if an agency requires such documentation.

International students must be cleared by International Studies and provide proof of a valid visa that permits full-time study in the United States prior to admission to the Social Work Program, as this may affect a student's ability to participate in Practicum Education.

6.8 Safety

Student safety is a primary concern at practicum sites. Students are expected to familiarize themselves with site-specific safety protocols by discussing them with their supervisor and support staff, completing required training, and reviewing agency policies and handbooks. Practicum sites are responsible for providing safety training; however, students are responsible for ensuring they have received such training and must request it if it is not offered. If a practicum site does not provide safety training after the student has made reasonable efforts to obtain it, the student must notify their Practicum Faculty Liaison or, in the liaison's absence, the Practicum Coordinator. Additional information regarding safety expectations is available in the Student Practicum Education Orientation Modules.

Students are informed prior to entering practicum that participation may involve inherent risks, including but not limited to: (1) travel to and from the practicum site or during practicum activities; (2) exposure to unpredictable or potentially violent client behavior; and (3) exposure to infectious diseases, including tuberculosis, airborne pathogens, hepatitis, HIV, or other bloodborne pathogens.

While not all risks can be eliminated, students are expected to follow all practicum site safety policies, including security and bloodborne pathogen procedures, obtain any required or recommended immunizations, and follow CDC and CDPH guidelines to reduce the risk of infection. Prior to starting practicum, students acknowledge these risks and confirm that they are able, with or without reasonable accommodation, to participate in practicum activities.

It is recommended that students with any concerns prior to entering the program contact the Director of Practicum Education or the designated Practicum Coordinator.

6.9 Transporting Clients

Interns are **not** permitted to:

- Driving clients

Interns are permitted to:

- Be a passenger in the car while an employee drives a client.
- Drive an agency car independently after completing agency required training.
- Drive with an employee passenger, but not with a client passenger.

6.10 Home Visits

MSW interns may conduct home visits independently, without a social worker/preceptor present, provided all social worker safety and home visiting training has been completed at the agency practicum site and the Practicum Instructor has assessed that the case is appropriate.

6.11 Counseling

Working in the social work profession can evoke strong emotional responses, particularly given the severity and complexity of issues some clients may present. If a student finds a client situation to be distressing, overwhelming, or difficult to manage, they are encouraged to seek support through the CSUSB Student Counseling Center (<https://www.csusb.edu/caps>) or consult a licensed mental health professional within their health insurance network.

Students also have an ethical responsibility under the NASW Code of Ethics (Standard 4.05) to ensure that personal challenges do not interfere with professional judgment or performance or compromise the well-being of clients. Specifically, social workers must “not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.” Additionally, “social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others” (NASW, 2021).

6.12 Social Media

Public social networks are not private. Even when access is limited to approved or invited members, users cannot be certain that privacy will be respected. If social work students choose to participate in social media, online forums, or digital platforms, they should assume that anything posted, shared, commented on, linked to, uploaded, or subscribed to can be seen, read, critiqued, shared, and permanently archived. Such content may pose potential harm to a student’s professional reputation and future career.

Social work students who use social media platforms (e.g., Facebook, Twitter/X, Instagram, TikTok, Snapchat, YouTube), artificial intelligence tools (e.g., ChatGPT or similar AI platforms), or other forms of electronic communication (e.g., blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Students are expected to make every effort to limit sharing material that could be considered inappropriate for a professional social worker in training. Students are strongly encouraged to maintain the highest privacy settings available and to avoid posting information, photographs, language, or references that could jeopardize their professional image or that of their classmates, colleagues, practicum agencies, the School of Social Work, or the University.

Social work students must not “friend,” follow, engage with, or continue relationships with current clients on social media platforms. Students are responsible for understanding and adhering to professional codes of conduct regarding appropriate boundaries and timeframes for interacting with clients after degree completion.

Students are encouraged to carefully consider the amount of personal information they share online and are strongly urged to block client access to their personal social media accounts. Client-related information must not be shared in any form of electronic or digital platform, including social media, blogs, discussion boards, email, or artificial intelligence tools such as ChatGPT, especially if such information could identify a client or compromise confidentiality. Even de-identified or hypothetical descriptions of client situations may risk unintended disclosure and should be avoided unless explicitly permitted by faculty, agency supervisor, and consistent with ethical standards.

Students must also critically evaluate any content posted about community agencies or professional relationships, as such material may violate standards set by the School of Social Work and/or the NASW Code of Ethics.

Students should remain mindful that they represent the social work profession, CSUSB, and the School of Social Work in the classroom, within the university community, and in the broader community.

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

The CSUSB School of Social Work recognizes Practicum Education as the signature pedagogy of social work education and ensures that all practicum experiences, including employment-based placements, meet the same educational standards and competency expectations. Employment-based practicum placements are permitted only when practicum activities are clearly differentiated from the student's regular employment duties, are aligned with the level of the student's degree, and provide substantial new learning in social work knowledge, values, and skills consistent with the nine CSWE competencies.

To be considered for an employment-based placement, students must submit the Employment-Based Practicum Placement Application and receive written approval from their place of employment and the Practicum Director or assigned Practicum Coordinator. Approval is contingent upon meeting the following criteria:

- **Supervision:** An MSW with at least two years of experience and a minimum of six months of tenure at the agency will oversee the practicum placement and serve as the practicum instructor (agency supervisor).
 - The student must receive one hour of individual supervision each week. Triadic and/or group supervision do not meet this requirement.
 - The practicum instructor (agency supervisor) must not be the student's employment supervisor.
 - Exceptions must be approved by both the University and the agency.
- **Supervisor Training:** The prospective practicum supervisor must meet, or agree to meet, the CSUSB MSW Program requirement of completing an eight-hour asynchronous Practicum Instructor (Agency Supervisor) Training prior to the intern's start date.
- **Tasks/Assignments:** Practicum tasks and assignments must be substantially different from the student's regular employment duties and must align with the School of Social Work's practicum education criteria as well as the student's area of interest.
- **Educational Alignment:** Practicum instruction must occur at a level appropriate for the program of study (MSW Generalist or Specialized Advanced Generalist).
- **Scheduling:** The placement must occur during sustained blocks of time each week (a minimum of four consecutive hours), preferably at a location different from the student's regular work setting.
- **Affiliation Agreement:** If the agency does not have an existing affiliation agreement with the University, an agreement must be established before the employment-based practicum can be approved. The Practicum Coordinator or Practicum Director will meet with all new agencies to review general practicum policies and discuss the employment-based application prior to final approval. All applications must be submitted in the fall for current students and will be reviewed during the pre-practicum placement meeting for incoming students.

The request for employment-based placement must be discussed prior to the Placement

Interview with the Practicum Admin (Director/Coordinator) to allow for time to investigate it as a viable option. Documentation to support the request must be submitted at the Interview or within 14 business days of notifying your Practicum Coordinator of intention to complete an employment-based/job-related placement.

If, at any time, the criteria for employment-based practicum placement are not met and the issues cannot be resolved, the placement will be terminated. The Practicum Team will then follow the School of Social Work’s standard policies for practicum termination or loss of placement as outlined in the practicum manual.

As part of the general placement process, students must further acknowledge that if they lose or choose to leave their employment, they are not guaranteed a new practicum placement within the same academic year, which may result in a Leave of Absence. The Practicum Team will make reasonable efforts to secure a new placement; however, this depends on placement availability and the specific circumstances involved.

Any deviations at all to the above must be reviewed and approved by the Practicum Administrator (Director/Coordinator).

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 considered for an employment-based placement and a 2-year placement (Employment-Based Practicum Placement Application and Supplemental Application) at a county agency. The student’s employment duties need to be different from each year of practicum. This is approved ahead of time, prior to the beginning of the practicum, through a formal interview and acceptance process. Please see CSUSB School of Social Work website for further details regarding these programs.

Exceptions and Oversight

All requests are reviewed to confirm that the agency can provide a full range of educational opportunities aligned with the Learning Plan Agreement and the nine CSWE competencies at the appropriate educational level (BASW Generalist written approval is required from both the agency and the Director of Practicum Education (or designee), and any subsequent changes must also receive written reapproval.

If the student’s situation does not meet all criteria, the student will not qualify for an employment-based practicum placement. All exceptions require prior approval from the Practicum Director or assigned Practicum Coordinator.

Through these policies and procedures, the School of Social Work ensures that employment-based placements maintain the same academic rigor, quality of supervision, and competency-based learning outcomes as all other practicum placements.

Table 3.3: Field Education – Employment-Based Practicum Placement Applications and Supplemental Application

Standard	Policy/Procedure	Evidence of Compliance / Implementation
Criteria for Approval	Practicum at a place of employment is permitted only when the experience is distinct	Employment-Based Practicum Placement Application; Practicum Education Manual.

	from regular job duties and provides substantial new learning consistent with CSWE competencies.	
Approval Process	Students must submit an application and receive prior written approval from their place of employment and the Practicum Director or assigned Practicum Coordinator	Application and signed approvals in student practicum files.
Supervision Requirements	Supervision provided by an MSW instructor who is not the employment supervisor, has no authority over employment status, and provides a minimum of one hour of weekly supervision.	Practicum Instructor Information Form , Employment-Based Practicum Application; Learning Plan Agreement.
Distinct Learning Activities	Practicum assignments differ from job duties and occur in a separate department/unit or with a different client population.	Learning Plan Agreement; documentation showing distinct practicum roles and learning opportunities for each competency.
Oversight & Accountability	Practicum Director or assigned Practicum Coordinator reviews and approves all applications and subsequent changes ; reapproval required for any modification.	Practicum Administrator correspondence; practicum education records.

6.15 Withdrawal from Practicum Education Course Enrollment

If a student withdraws from the practicum seminar or leaves their practicum placement without prior notification, they will not receive credit for hours previously completed. Practicum education is structured as a year-long, two-semester sequence and, in most cases, includes a year-long learning plan. Because only a limited number of agencies can accept students for less than a full academic year, withdrawal from the practicum or seminar may require the student to repeat the entire practicum year.

If an emergency arises that requires a student to withdraw from the practicum sequence at any point, the student must notify the Practicum Faculty Liaison, Academic Advisor, and Practicum Administrator (Director or designated Practicum Coordinator) as soon as possible. The Practicum Director or

designated Practicum Coordinator will assist the student in notifying the practicum instructor and navigating the situation. A written plan must then be developed and approved by the Director of Practicum Education and/or designated Practicum Coordinator to determine whether any portion of the Practicum Education Sequence can be completed without repetition.

At any time, a student is considering exiting their practicum placement, the well-being of clients must be the primary concern. The student must notify their Practicum Faculty Liaison, or the Practicum Coordinator in the liaison's absence, immediately (within 24 hours) to discuss the situation, required steps, and expectations before making any formal decisions and discussing the decision with the practicum instructor. Except in the most extreme emergencies, students are expected to follow proper termination procedures and adhere to the agency's policies for the transfer of client cases. All agency property (e.g., keys, case records, equipment) must be returned. Failure to follow these requirements may constitute a serious violation of professional ethics and may result in dismissal from the MSW program following a Level 2 Student Review Committee hearing.

6.16 Student Request to Postpone or Quit a Practicum

A student who needs to defer enrollment in the practicum education sequence requirement of the MSW Program due to extenuating circumstances (e.g., illness or personal emergency) must first discuss the situation with the Practicum Director or designated Practicum Coordinator and their Academic Advisor. The student must then submit an electronic Request for a Leave of Absence (LOA). Information and instructions for submitting the LOA can be found here: [Leave of Absence Form](#).

The Request for a Leave of Absence must be specific and include the following:

- The name of the School of Social Work Graduate Coordinator;
- A proposed curriculum plan for completing practicum and concurrent program requirements;
- The duration of the Leave of Absence; and
- A description of the student's understanding of the impact 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 in accordance with program instructions.

A student may not discontinue or withdraw from their practicum or seminar in order to avoid receiving an unsatisfactory grade for any portion of the practicum education experience. Any student who withdraws from the practicum or seminar while not in good standing (e.g., due to academic performance or conduct) will not be permitted to re-enroll in a practicum education sequence.

If special circumstances require the discontinuation of a practicum or seminar, these circumstances must be discussed with the Practicum Faculty Liaison, Practicum Administrator (Director or Coordinator), and Academic Advisor. Prior to the student's re-entry into the practicum education sequence, a meeting will be held with the student, Practicum Administrator (Director or Coordinator), Practicum Faculty Liaison, and Academic Advisor to assess readiness for re-entry, review audit requirements, and finalize any outstanding arrangements. In consultation with the School of Social Work Graduate Coordinator, the Practicum Director or designated Practicum Coordinator and Academic Advisor will determine the timing and conditions for the student's re-entry into the practicum education sequence.

6.17 Interruption of Practicum

Students who are employed should clearly inform their employers that they are not available for “on-call” work or to respond to emergencies during practicum hours.

Personal cell phones, pagers, text messages, and personal telephone calls should not interrupt students’ work or attention at their practicum sites.

Students are required to make alternate arrangements for personal communication by scheduling contact during designated breaks (e.g., lunch or coffee breaks) or after practicum hours.

6.18 Agency Dismissal of Students from Practicum Sites

Agencies, with or without the consent of the CSUSB School of Social Work, may dismiss students for illegal, unprofessional, or unethical conduct; for violations of agency expectations regarding intern conduct; for failure to comply with agency policies and/or procedures in accordance with the agency’s internal personnel regulations; or for failure to comply with any part of the NASW Code of Ethics. When a student is dismissed from an agency, a referral to a Level 2 Student Review Committee (SRC) will be initiated by the assigned Practicum Faculty Liaison or Practicum Coordinator, and the Academic Advisor will be notified. The SRC process will then be followed as outlined in the Student Handbook.

Dismissal from a practicum for violation of agency policies or procedures, unprofessional conduct, and/or violations of the NASW Code of Ethics may also constitute grounds for dismissal from the MSW program following a Level 2 Student Review Committee hearing. All social work students are responsible for being familiar with the NASW Code of Ethics, the MSW Student Handbook, and the MSW Practicum Education Manual. Lack of knowledge of any portion of the Code, Handbook, or Manual does not excuse breaches of professionalism or professional ethics.

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

A supervisor, practicum instructor/coordinator, or agency administrator retains the right to terminate a student’s practicum placement due to significant behavioral concerns. In addition, the Director of Practicum Education may terminate a student’s placement as a result of serious acts of omission or commission by the student in either the practicum seminar or the practicum placement.

The Practicum Education Department expects that, whenever possible, students will be notified of concerns, counseled, and given an opportunity to learn and improve prior to termination. These efforts are expected to be documented in writing and provided to the student and the Practicum Faculty Liaison (or the Practicum Coordinator in the liaison’s absence).

Reasons for termination include, but are not limited to, the following:

- Ongoing inability to meet learning objectives (competencies) as outlined in the Student Learning Plan.
- Failure to comply with mandated reporting requirements.
- Illegal drug use at the practicum site; reporting to the practicum site under the influence of alcohol or legal or illegal substances; and/or failure of an agency-required drug screening.

- Presenting a risk to, or jeopardizing the safety or professional boundaries of, clients, staff, faculty, or others, either intentionally (e.g., verbal abuse, sexual impropriety, dual relationships, boundary violations) or unintentionally (e.g., carelessness, neglect, or forgetfulness).
- Failure to maintain consistent attendance, including required days and hours, at the practicum site.
- Inability or unwillingness to openly receive feedback or constructive criticism from a supervisor.
- Personal issues that significantly interfere with the student's ability to meet agency, client, University, or School expectations and obligations.
- Failure to disclose prior criminal convictions to Practicum Education faculty.
- Violation(s) of the NASW Code of Ethics.
- Failure to attend practicum seminar class.
- Verbal or physical threats toward faculty, staff, students, or others at CSUSB.
- Being charged with a legal offense while an accepted or currently enrolled student.
- Repeated unprofessional or inadequate communication with peers, faculty, and agency partners.

The Director of Practicum Education, or designee, will conduct a thorough review of the reasons for termination and will refer the matter to the Chair of the Student Review Committee for review and final disposition at the Level 2 stage. The Director of Practicum Education or a Practicum Education Department representative will be present at all Student Review Committee meetings related to practicum education. (See Level 2 Review as outlined in the MSW Student Handbook.)

6.20 Repeat Policy (Re: A Grade of No Credit (NC) in Practicum Education)

If a student is at risk of receiving a "No Credit" (NC) grade for a practicum education course for any reason, the student will be scheduled for a Level 1 Support Meeting by the Practicum Faculty Liaison, Practicum Coordinator, or Director/Assistant Director of Practicum Education in an effort to resolve the concern. If the concern is not resolved through the Level 1 Support Meeting process, the student may be referred to the Student Review Committee (SRC) for a Level 2 hearing to determine the student's status in the program.

For example, a student who does not complete pre-practicum requirements or an employment-based placement application packet and is therefore unable to be referred to or begin practicum education for the academic year may be scheduled for a Level 1 Support Meeting by the appropriate faculty or administrative staff. In this situation, the student is considered at risk of not continuing in the program and of receiving a "No Credit" (NC) grade because they do not have an approved or confirmed practicum placement for the upcoming academic year and are unable to meet course requirements.

If a student ultimately receives a "No Credit" (NC) grade for a practicum education course for any reason, the student will be referred to the Student Review Committee (SRC) for a Level 2 hearing to determine the student's status in the program. A "No Credit" (NC) grade is equivalent to failing the course.

6.21 Performance that May Result in a Student Review (Level 1 or Level 2)

Student review may occur under any of the following circumstances:

- Failure to complete the pre-practicum placement process, including submission of the practicum application; participation in required pre-practicum meetings with the Director of Practicum Education or designated Practicum Coordinator; scheduling and completing an interview with the assigned practicum placement agency; and/or completion of required pre-practicum orientation and training modules within the specified timeframe.
- Receipt of a practicum grade of “No Credit” (NC), which requires repetition of that semester of practicum, places the student on probationary status, and may result in a meeting with the Student Review Committee (SRC) to address the concern. The student must successfully pass both practicum and seminar in all subsequent practicum education courses. Students who receive more than one grade of “F” (or “No Credit” in practicum) may be dismissed from the program.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsification of academic records, or any act intended to provide the student with an unfair academic advantage. Students are required to adhere to University guidelines for expected behavior. For complete University policies and procedures, refer to the California State University, San Bernardino Bulletin of Courses, Academic Regulations, Plagiarism, and Cheating.
- Behavior determined to be in violation of the current NASW Code of Ethics.
- Behavior determined to be in violation of the Student Discipline Code (see CSUSB Bulletin of Courses).
- Any threat or attempt to harm oneself or others.
- Commission of a criminal act is contrary to the standards of the social work profession.
- A consistent pattern of unprofessional behavior.
- Failure to meet standards outlined in the NASW Code of Ethics, applicable legal requirements, Practicum Education Department policies, or the School of Social Work Criteria for Evaluation of Academic Performance. In some circumstances, faculty, adjunct faculty, Practicum Coordinators, and the Director or Assistant Director of Practicum Education are required to contact other appropriate University offices.

6.22 The Two Levels of Review

6.22.1 Level 1 Review

Whenever a faculty member, Practicum Faculty Liaison, or Practicum Instructor has concerns regarding a student’s academic performance or professional and/or ethical conduct in the classroom or practicum, they shall meet with the student to discuss and attempt to resolve the concerns. If the issues are not resolved, the students’ Academic Advisor should be contacted by the referring party to assist in addressing the concerns and to conduct further fact-finding. If the issues remain unresolved, the referring party who initiated the Level 1 process, or the Academic Advisor, will make a referral to 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 proceed directly to a Level 2 Review.

6.22.1.1 Level 1 Review Process - Specific to Practicum

1. Whenever a Practicum Faculty Liaison or Practicum Coordinator/Practicum Director has concerns regarding a student's academic performance, pre-practicum placement or clearance to begin placement, or professional and/or ethical conduct in practicum, they shall meet with the student to discuss the concerns and attempt resolution. This meeting will be documented, and a summary of the meeting will be provided to the student, Practicum Faculty Liaison, assigned Practicum Coordinator, and Academic Advisor. The Practicum Faculty Liaison or Practicum Coordinator/Practicum Director who schedules the support meeting may invite other relevant parties (e.g., the Practicum Instructor). The student may also invite their Practicum Instructor or Academic Advisor if they believe such participation would support resolution of the issue.
2. If the concerns are not resolved within the timeframe specified by the individual responsible for scheduling the meeting, the student's Academic Advisor will be contacted to meet with the student, Practicum Faculty Liaison, Practicum Coordinator, and/or Practicum Director to conduct additional fact-finding. This meeting will be documented as a Level 1 Support Meeting. At that time, a plan of correction agreement will be developed to address the identified performance or professional and/or ethical concerns. All parties will review and acknowledge the agreement in writing or via email. The Level 1 written agreement will clearly outline the specific concerns, expected corrective actions, and the timeframe for review and improvement.
3. If the concerns remain unresolved, the faculty member, referring party (Practicum Faculty Liaison, Practicum Coordinator, or Practicum Director), or Academic Advisor will make a referral to 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 bypass the Level 1 Support Meeting and written agreement and proceed directly to a Level 2 Review.

6.22.2 Level 2 Review

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, person making the referral, the student's advisor, as well as any other Faculty whose expertise is required (e.g., practicum education department and program staff) will attend.

Within five business days of receiving the referral, the SRC Chair will:

- Notify the student of the referral using the student's CSUSB email address.
- Provide the student with the referral form and supporting documentation.
- Inquire about the students' preferences for meeting dates and times.

The SRC Chair will schedule the SRC hearing to take place no sooner than two business days after the student has received the referral documentation, and no later than 10 days after the referral was made. The SRC will take into consideration the student's meeting preferences; however, it is the students' responsibility to respond to the notice for an SRC meeting, and to attend the meeting (in person, via phone, or via videoconferencing), even if the meeting cannot be scheduled during the student's preferred dates/times. Should the student fail to respond and/or attend, the SRC will meet and will render a decision without the student's input. Should the student withdraw from the MSW program or from the University while under referral to the SRC, the SRC process will continue with or

without the student's participation and a recording of the SRC's decision will be included in the student's file.

After the level 2 SRC hearing has occurred, the Chair of the Student Review committee will discuss the recommendations with the Dean's office for final review/approval, and then will inform the student of the decisions which can include one or more of the following actions:

- Permit the student to continue 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 faculty concerned member as needed. This plan shall:
 - specify the concerns of the faculty member in as much detail as possible.
 - indicate the actions to be undertaken by the student.
 - indicate the date by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct.
 - the plan may indicate the name of a mentor (maybe the academic advisor if the student chooses) who will meet regularly with the student and report progress to the SRC (see below Role of the Mentor)
 - be signed by the Academic Advisor, and Faculty member (or referring party) who initiated the concern.
 - 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 they have received a copy of the document. The student will also be informed, in writing, of the right to rebut the Plan or appeal the decision. All students who have been placed on a remedial plan are also automatically placed on academic probation. Plans and reports will be filed in the student's file and reported to Graduate Studies.

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

1. 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.
2. The concern is not alleviated. The SRC Chair shall make a recommendation, which may be that the student be dismissed 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 of Social Work 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 of Courses).
3. 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 the Office of Graduate Studies and the University Office of the Registrar. 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.

6.23 Grievances and Appeals

Practicum Education students are entitled to the same due process rights in practicum as they are in classroom courses with respect to grades and decisions made by the CSUSB Social Work Program. These rights are outlined in the MSW Student Handbook, the University Bulletin, and other applicable University documents.

6.24 Practicum Contingency Planning Policy: Disruption in Learning

This policy outlines the procedures and guiding principles the CSUSB School of Social Work will follow in the event of a disruption to practicum learning

In the event of a disruption in learning, due to circumstances such as a natural disaster, pandemic, community safety concern, or other crisis situations that prevents students from attending their practicum placement, the Practicum Team will consult with appropriate university offices, including Legal Counsel, Public Health and Safety, Healthcare Providers, State Regulatory Bodies, and the Council on Social Work Education (CSWE), to determine the most appropriate course of action. Decisions will be guided by the following principles:

Student and Community Safety

The safety of students, clients, colleagues, and family members will be the primary consideration. The School of Social Work will ensure that students can continue their practicum education without being placed at undue risk to themselves or others, when possible.

Safety to Practice

Students must be adequately oriented, trained, and supervised to engage safely in practicum activities. If practicum experiences transition to remote or telehealth modalities, clear guidelines and supervision provisions will be established to ensure ethical and competent practice in compliance with professional standards and agency protocols.

Equity and Inclusion

The School will assess and address the impact of disruptions on students equitably, recognizing that students have differing levels of access to technology, resources, and support. Decisions will prioritize equity and accessibility for all students.

Educational Quality and Rigor

The School will ensure that students continue to have opportunities to meet the competencies outlined in the Learning Plan Agreement, including engagement; consultation, collaboration, and coordination; assessment; intervention planning and implementation; systemic intervention; professional communication; professional ethics; and professional development. The School of Social Work remains committed to maintaining high-quality education and ensuring that students receive an educational experience equivalent in rigor and integrity to standard practicum learning.

During a crisis, the Practicum Team will evaluate the sustainability of various options at both the university and agency levels. The School of Social Work will engage with agency partners to assess their capacity and willingness to continue or modify practicum partnerships. Collaborative planning will focus on maintaining continuity of care, supporting community needs, and preserving educational quality.

Based on consultation with community partners and relevant authorities, the School of Social

Work will implement contingency plans designed to protect student learning, uphold ethical and professional standards, and ensure compliance with university and accreditation requirements.

7.0 PRACTICUM PLACEMENT PROCESS AND REQUIRED PRACTICUM COMPONENTS AND REQUIREMENTS

This section of the manual outlines the practicum placement process, the required components of practicum education, and the procedures for selecting a student’s practicum site. The required components include: (1) Pre-Practicum Training Modules and Orientation; (2) Seminar; (3) the Learning Plan Agreement/Comprehensive Skills Evaluation; (4) Process Recording; and (5) Supervision and Evaluation. Participation in each of these components is essential to achieving the goals of the practicum education program. Students are expected to be familiar with all required components and to actively participate in each.

The components of practicum education are designed to: (1) provide orientation to the practicum experience; (2) guide the development of the practicum experience in ways that meet both student learning needs and agency expectations while aligning with program goals; and (3) provide the supervision and evaluation necessary to support the development and assessment of behaviors consistent with the nine CSWE social work competencies.

7.1 MSW Generalist Year Practicum Application and Interview Process

To ensure that students’ learning needs are effectively met, a formal placement process has been established. This process includes multiple steps designed to orient students to the practicum experience, including an overview of policies, timelines, available placement opportunities, and an assessment of individual learning needs. The overall placement process, timelines, and policies are intentionally consistent across programs, with minor variations to accommodate specific program requirements.

The table below details the placement process steps for the MSW program.

On Campus (SB & PDC)	Pathway Distance
<p>Full time – 2 Year Option: Upon admission, full-time students are sent placement process information and have two weeks to complete the online application and schedule a placement meeting via booking link.</p>	
<p>Part time – 3 year Option: Three-year on-campus students begin practicum in Year 2 of their program. Therefore, in Fall of Year 1, students receive orientation to the placement process and provided general</p>	<p>Pathway Distance Education – 3 year Option: Three-year on-campus students begin practicum in Year 2 of their program. Therefore, in Fall of Year 1, students</p>

<p>timelines of the placement process.</p>	<p>receive orientation to the placement process and provided general timelines of the placement process. Additionally, Pathway students are required to submit contact information and locations for four agencies in their area of residence. Students are required to submit general information and are not permitted to contact agencies directly. All agency communication and outreach shall be conducted by the Practicum Coordinator. The Practicum team explores these options in addition to university-identified agencies.</p>
<p>Application for Practicum Education Practicum applications open in late Fall and students are provided with deadlines for submitting the practicum application (location, experience, interests, strengths, areas for growth) via IPT. Once the application has been submitted, the students are instructed to schedule a Practicum Placement Meeting (in person or via Zoom).</p>	<p>Application for Practicum Education Practicum applications open in late Fall and students are provided with deadlines for submitting the practicum application (location, experience, interests, strengths, areas for growth) via IPT. Once the application has been submitted, the students are instructed to schedule a Practicum Placement Meeting (via Zoom).</p>
<p>Practicum Placement Meeting During the placement meeting, the practicum program and expectations are reviewed, including the generalist intervention model as the framework for learning, and</p>	<p>Practicum Placement Meeting During the placement meeting, the practicum program and expectations are reviewed, including the generalist</p>

<p>the student's resume. Practicum options and agencies are presented to ensure a diverse range of experiences across micro, mezzo, and macro practice within the nine EPAS competencies. In collaboration with the MSW Generalist student, the Practicum Coordinator selects one agency with which the student will interview.</p>	<p>intervention model as the framework for learning, and the student's resume. Practicum options and agencies are presented to ensure a diverse range of experiences across micro, mezzo, and macro practice within the nine EPAS competencies. In collaboration with the Pathway MSW Generalist student, the Practicum Coordinator selects one agency with which the student will interview.</p>
<p>Interview & Confirmation: Students receive a referral email with agency contact information and instructions. They must arrange the interview promptly.</p>	<p>Interview & Confirmation: Same process as on-campus. Students receive a referral email with agency contact information and instructions. They must arrange the interview promptly.</p>
<p>Agencies are emailed interview instructions, timelines, and student lists. Following the interview, agencies notify the Practicum Coordinator of their decision to extend a practicum offer, decline placement, or request alternative action (e.g., additional interviews or further information). If a student is not offered placement, agencies are asked to provide feedback to the Practicum Coordinator.</p>	<p>Agencies are emailed interview instructions, timelines, and student lists. Following the interview, agencies notify the Practicum Coordinator of their decision to extend a practicum offer, decline placement, or request alternative action (e.g., additional interviews or further information). If a student is not offered placement, agencies are asked to provide feedback to the Practicum Coordinator.</p>
<p>Students extended a practicum offer must begin the agency clearance process no later than two months prior to the start of the internship.</p>	<p>Students extended a practicum offer must begin the agency clearance process no later than two months prior to</p>

	the start of the internship.
<p>Second Interview (if needed): If students are not extended a practicum offer, the practicum coordinator reviews any feedback and conducts mock interviews (as needed), prior to arranging a second interview. A second agency will be identified and referral made. The student will then repeat the interview process.</p>	<p>Second Interview (if needed): Same as on-campus.</p>

7.2 MSW Specialized Advanced Generalist Year Practicum Application and Interview Process

On Campus (SB and PDC)	Pathway Distance Education
<p>Full time – 2 Year Option: Application for Practicum Education Near the end of Fall, students are sent placement information and have approx. 4 weeks to complete the application and schedule a placement meeting via online link.</p>	
<p>Part Time – 3 Year Option: Application for Practicum Education In mid-Fall of Year 2, students are sent placement process information and have approximately four weeks to complete the online application (IPT) including a resume.</p>	<p>Pathway – 3 Year Option: Application for Practicum Education In mid-Fall of Year 2, Pathway students are sent the same placement process information and timelines (approx. 4 weeks) to complete the online application (IPT) including a resume.</p>
<p>Once the application has been submitted, the students are instructed to schedule a Practicum Placement Meeting (in person or via Zoom).</p>	<p>Once the application has been submitted, the students are instructed to schedule a Practicum Placement Meeting (via Zoom).</p>
<p>Practicum Placement Meeting During the placement meeting, we review advanced year expectations, review the student’s resume, and discuss their interests and the skills they will build on from the</p>	<p>Practicum Placement Meeting During the placement meeting, we review advanced year expectations, review the student’s resume, and discuss their interests and the skills they will build on from the generalist</p>

<p>generalist practicum. Practicum options and agencies are presented to ensure a diverse range of experiences across micro, mezzo, and macro practice within the nine EPAS competencies. In collaboration with the MSW Specialized Advanced Generalist student, the Practicum Coordinator identifies two agencies with which the student will interview.</p>	<p>practicum. Practicum options and agencies are presented to ensure a diverse range of experiences across micro, mezzo, and macro practice within the nine EPAS competencies. In collaboration with the MSW Specialized Advanced Generalist student, the Practicum Coordinator identifies two agencies with which the student will interview.</p>
<p>Interview & Confirmation: Students receive two email referrals, with agency contact information and instructions for each. They must arrange the interviews promptly.</p>	<p>Interview & Confirmation: Same process as on-campus. Students receive two email referrals, with agency contact information and instructions for each. They must arrange the interviews promptly.</p>
<p>Agencies are emailed interview instructions, timelines, and student lists. Following the interview, agencies notify the Practicum Coordinator of their decision to extend a practicum offer, decline placement, or request alternative action (e.g., additional interviews or further information). If a student is not offered placement, agencies are asked to provide feedback to the Practicum Coordinator.</p>	<p>Same process as on-campus. Agencies are emailed interview instructions, timelines, and student lists. Following the interview, agencies notify the Practicum Coordinator of their decision to extend a practicum offer, decline placement, or request alternative action (e.g., additional interviews or further information). If a student is not offered placement, agencies are asked to provide feedback to the Practicum Coordinator.</p>
<p>Advanced Generalist Year students are referred to two agency interviews. If both agencies extend a practicum offer, the student selects the placement that best supports the development of skills from the generalist year.</p>	<p>Same process as on-campus.</p>
<p>If a student is not offered one of the placements, agencies are asked to provide feedback to the Practicum Coordinator, and the student waits for a decision from the second interview.</p>	<p>Same process as on-campus.</p>

<p>If extended an offer from the second interview, the student will accept the placement offer.</p>	
<p>Students extended a practicum offer must begin the agency clearance process no later than two months prior to the start of the internship.</p>	<p>Students extended a practicum offer must begin the agency clearance process no later than two months prior to the start of the internship.</p>
<p>Third Interview (if needed): On rare occasions, a student is not extended a practicum offer by either of the two agencies. In this case, both agencies are asked to provide feedback to the Practicum Coordinator.</p> <p>The practicum coordinator reviews any feedback and conducts mock interviews (as needed), prior to arranging a third interview.</p> <p>A third agency will be identified and referral made. The student will then repeat the interview process.</p> <p>If the offer is extended, the student will accept the offer and proceed with the clearance process.</p>	<p>Third Interview (if needed): Same process as on-campus.</p>
<p>Commencement of Placement</p> <p>Once the agency affiliation agreement and placement match are confirmed, and all pre-practicum requirements and clearances are completed, the student is ready to begin the Fall semester of the academic year.</p> <p>Students begin practicum in the Fall each year.</p>	<p>Commencement of Placement</p> <p>Once the agency affiliation agreement and placement match are confirmed, and all pre-practicum requirements and clearances are completed, the student is ready to begin the Fall semester of the academic year.</p> <p>Students begin practicum in the Fall each year.</p>

If a student fails to schedule an interview with an assigned agency, they may receive a Level 1 Student Review notice to address concerns related to professionalism, specifically failure to follow instructions and meet expectations for timely communication. Students are expected to contact the agency within two business days of receiving a referral. The Student Review Committee (SRC) referral process will be followed as outlined in Section 6.21: *Performance That May Result in a Student Review*.

On rare occasions, a placement may be deemed unsuitable by either the student or the Practicum Instructor. In such cases, the student must report the outcome to the Director of Practicum Education and/or the designated Practicum Coordinator. When available, feedback from the interview will be reviewed with the students. If necessary, the student may receive coaching on interviewing skills

and/or be offered a mock interview prior to being referred for a second interview. Referral for a second interview is contingent upon the Practicum Administrator (Director/Coordinator) determining that the student demonstrates the skills, temperament, maturity, and readiness necessary to be successful in practicum.

If, after reviewing the student's attempts to secure a placement, the Practicum Administrator (Director/Coordinator) determines that the student is not ready for practicum or is otherwise inappropriate for placement, the student will not be referred for a third interview.

While the School of Social Work makes every effort to secure appropriate practicum placements for students in accordance with established placement procedures, placement interviews are not guaranteed to result in acceptance by an agency.

Students who are denied placement by two different agencies, refuse two agency offers, or refuse to interview with an agency will be required to meet with the Practicum Administrator (Director/Coordinator). At that time, the Practicum Administrator (Director/Coordinator) may refer the student to the Student Review Committee or may indefinitely terminate the student's practicum privilege due to unsuccessful attempts to secure placement after two interviews. In such cases, the MSW Student Handbook—specifically the Student Review Process—will be followed. Criteria used to assess appropriateness for the social work profession include, but are not limited to, the following (as outlined in the MSW Student Handbook):

- Basic abilities necessary to acquire professional skills
- Emotional and mental abilities necessary for performance in the program and professional practice
- Professional performance skills necessary for work with clients and professional practice

If a student's employment obligations and/or other competing personal factors interfere with their ability to secure a practicum placement, the placement process may be suspended. The student will be referred to the Director of Practicum Education and/or the Student Review Committee for review. The decision to suspend the practicum referral process rests at the discretion of the Practicum Administrator (Director/Coordinator) and/or the Student Review Committee. In such cases, the student will not be permitted to enroll in the practicum education course (SW 6181 or 6183).

Students are prohibited from independently contacting agencies for practicum placement. The placement process involves multiple variables of which students may not be aware. To ensure that students' learning needs are met, a formal process has been established for selecting practicum sites from the approved site list. This process includes multiple steps to confirm that placement sites have the capacity and qualifications to train students effectively and that the roles and responsibilities of the University, agency, and student are clearly defined prior to placement.

If a student is interested in an agency that is not currently an approved placement site, they may discuss the agency with the Practicum Administrator (Director/Coordinator) and provide relevant agency information. However, students are prohibited from contacting the agency directly. Students should be aware that the contracting process is complex and may not be feasible for a variety of reasons, including but not limited to the absence of qualified MSW-level (two years post-graduation) or LCSW supervision or the length of time required to complete the contracting process. Additionally, students should be aware that a contract with a proposed agency may not be finalized in time for the intended academic year.

7.3 Learning Plan Agreement

The Learning Plan Agreement (LPA) serves as the primary tool for identifying learning opportunities specific to each practicum site. The connection between these opportunities, desired behaviors, and competencies is established within the first five weeks of the fall semester. The LPA acts as a roadmap for learning, outlining how students will engage clients and communities while demonstrating the MSW Generalist competencies.

The LPA is developed collaboratively by the student and practicum instructor. Its purpose is to formalize expectations for student performance and guide the development of learning objectives and evaluation criteria. The practicum instructor oversees the creation of the LPA, ensuring that all learning activities are feasible and aligned with agency operations. This process is supported by the Alcea Software electronic tracking system, which provides secure, password-protected access for all parties involved.

The following steps begin the first week of placement and should be completed by week 5:

1. The student reviews the Learning Plan Agreement/Comprehensive Skills Assessment form (Generalist/Advanced Generalist).
2. The student and practicum instructor discuss the agency's mission, learning opportunities, practicum expectations, and internship objectives. Together, they assess the students' individual learning needs.
3. The student and practicum instructor collaboratively draft specific learning activities (a minimum of 3 per competency) on the LPA.
4. The practicum instructor reviews and refines the plan as appropriate, then discusses the revised version.

To ensure the highest quality practicum experience, practicum instructors are expected to:

- Develop a clear learning contract with the student outlining performance expectations.
- Provide at least one hour per week of individual supervision.
- Offer ongoing written and verbal feedback on student performance.
- Create or facilitate practice opportunities that enable the student to meet learning plan objectives.
- Notify the student and faculty liaison promptly about any unusual opportunities, changes, or concerns.
- Engage the student in the evaluation process and ensure timely completion of all required documentation.

End of Fall Semester Evaluation: A written evaluation of the student's progress toward meeting practicum competencies and requirements is submitted using the Learning Plan Agreement/Comprehensive Skills Evaluation (LPA) form. The evaluation includes verification of completed practicum hours. The LPA outlines specific activities and observable skills that serve as the basis for assessment. If progress is insufficient, a corrective action plan will be developed to assist the student in achieving the required competencies.

End of Spring Semester Evaluation: A comprehensive summative evaluation is conducted, in which both the student and practicum instructor assess the student's mastery of the nine competencies through the LPA/Comprehensive Skills Evaluation form. Please refer to the evaluation section for additional information.

7.4 Process Recordings

Process recordings (written and/or auditory), used in conjunction with regular supervisory guidance, are important tools in the learning process. A process recording is an educational tool that assists students in reviewing, reflecting on, internalizing, assessing, critically analyzing, and understanding client encounters. This includes identifying both explicit and latent issues and emotions that influence interactions from micro, mezzo, and macro practice perspectives. Process recordings also provide students with the opportunity to explore and apply conceptual knowledge from the classroom to social work practice.

A minimum of six process recordings is required per academic year (Seminars 2–7); however, an agency may require additional process recordings. Each process recording must be reviewed and signed by the Practicum Instructor and discussed during supervision. One process recording is to be submitted to the Practicum Faculty Liaison via Canvas in each of Seminars 2–7 and will be used as one indicator of the student’s progress in applying classroom knowledge within the practicum setting.

Students should refer to their seminar syllabus for specific due dates for process recordings.

The required format for process recordings will be reviewed during the Pre-Practicum Orientation and/or covered in the Practicum Seminar.

7.5 Supervision

Regularly scheduled, individual one-hour weekly supervision meetings with the Practicum Instructor are a required component of the practicum and a requirement of CSWE. Students must log one hour of supervision per week on their time log. Supervision is a collaborative and interactive process between the Practicum Instructor and the student and is used to assess learning activities, including the integration and application of classroom concepts to practicum experiences, as well as to identify and resolve problems.

Weekly supervision provides the Practicum Instructor with an opportunity to offer ongoing feedback and guidance. Supervision helps students understand their performance in relation to practicum goals, identify strengths and areas for improvement, review process recordings, discuss cases and dynamics, and evaluate progress toward the goals outlined in the Learning Plan Agreement. Practicum Instructors may use process recordings, case histories, and case presentations to explore case dynamics, client–student interactions, and systems thinking. In addition, the Practicum Instructor may request that the student obtain client consent to audiotape one or more sessions for review and analysis during supervision, for the student’s professional and personal development.

If difficulties arise in maintaining regularly scheduled supervision, students must immediately notify their Practicum Faculty Liaison. Failure to report the absence of weekly one-hour supervision with a qualified supervisor (a two-year post-graduation MSW or LCSW) may result in consequences, including a Level 1 meeting, referral to a Level 2 Student Review Committee (SRC), and suspension of the practicum placement.

While additional learning opportunities such as training, workshops, lectures, and conferences are encouraged, they do not replace the required one hour of weekly individual supervision or the approved combination of individual and group supervision.

7.6 Integrative Practicum Seminar

As an integral part of the SW 6181 through SW 6184 (MSW) practicum sequence, students are required to attend monthly online practicum seminars. Seminars focus on the purposeful and professional integration and application of social work knowledge, values, and skills to real-world practice. They provide a forum for students to discuss practicum experiences, synthesize theoretical and practical knowledge gained through practicum and CSUSB coursework, and connect this learning to CSWE core competencies.

Students are expected to arrive prepared to engage in seminar activities, including assigned readings, discussion boards, case presentations, and other required assignments. Through seminar participation, faculty liaisons assess students' ability to integrate classroom learning with practicum experiences and demonstrate competency-based outcomes.

Attendance:

The practicum seminar is an integral component of the students' concurrent learning alongside their practicum placement and is conducted online via Zoom eight (8) times over the course of the academic year. Attendance is mandatory. Each seminar is scheduled for two and a half hours and may count toward practicum hours if approved by the Practicum Instructor and if the seminar occurs on a regularly scheduled practicum day. Any unavoidable absence must be discussed as soon as possible with the Practicum Faculty Liaison prior to the seminar.

Students earn points for both attendance and meaningful participation. Missing more than two seminar sessions will result in insufficient points to pass the course. In such cases, the student will not be permitted to continue in the MSW program during that academic year and will be required to re-enroll in the seminar and practicum the following year. Additionally, because the MSW curriculum is sequential and concurrent in nature, the student will also be required to re-enroll in the social work practice courses during the subsequent academic year.

Depending on the student's performance up to the time of the "no credit" determination, and pending a decision by the Student Review Committee, the student may be required to repeat the entire academic year of seminar and practicum, as well as their social work practice course(s). Furthermore, excessive and/or habitual tardiness or leaving seminars early may be considered an absence, as determined by the student's seminar instructor.

Participation in Zoom Seminar:

Participation credit for the Seminar is determined using the criteria outlined below. To receive full credit for seminar attendance, students must attend and demonstrate the following:

1. Active engagement in synchronous Zoom class discussions, with both video and audio turned on for the entire class period. Audio should be muted when not speaking.
2. Timely arrival to class, prepared to participate with video and audio on, and remaining for the full duration of the seminar.
3. A demonstrated commitment to maintaining a distraction-free learning environment, which includes participation from a private space; keeping the camera on for the entire class period; refraining from personal cell phone use; limiting laptop, tablet, or phone use to course-related materials and participation only; asking appropriate questions; maintaining attention to course content; and showing respect for the Practicum Faculty Liaison and peers through both verbal and non-verbal communication.

To earn a passing grade in the Practicum Education Courses, students must achieve a minimum score of 83% in the practicum seminar course and successfully complete the required practicum hours. Points are awarded for both attendance and participation. Please refer to the course syllabus for additional details.

7.7 Required Meetings

The integration of knowledge gained in the classroom with experiences acquired in the practicum setting is a critical component of professional learning and preparation for competent entry into the profession. The following meetings are required to support and facilitate this integration:

1. Practicum Education Orientation
2. Scheduled supervision (see the Supervision section above)
3. Group meetings, training, staff or team meetings, and case conferences arranged by the Practicum Instructor
4. Periodic online Zoom meetings, typically once or twice each semester, with the Practicum Faculty Liaison, conducted individually and/or in groups with students and the Practicum Instructor
5. Seminar meetings held online via My Coyote Zoom
6. Additional meetings arranged by the Practicum Department to discuss activities, common challenges, or emerging issues
7. School events as listed on the CSUSB School of Social Work Master Calendar, including:
 - Professional Development Day (virtual; optional for Title IV-E students)
 - Title IV-E Day (optional for non-Title IV-E students)
 - Southern California Schools of Social Work Consortium Job Fair (optional for graduating students)

7.8 Evaluations of Practicum

Ongoing evaluation of the student's progress and learning, aligned with the nine social work competencies, is a central component of both formative and summative assessment processes. Student learning is evaluated throughout the semester through regularly scheduled supervisory meetings, routine site visits conducted by Faculty Liaisons, participation in the Practicum Seminar, and written evaluations.

Any concerns regarding a student's progress are addressed promptly through collaboration among the student, the Practicum Instructor, and the Faculty Liaison, with additional support from the Practicum Director or Practicum Coordinator as needed. Students are encouraged to review the Level 1 and Level 2 sections of this manual, as well as the Student Handbook.

Both written and verbal feedback will be solicited from students and Practicum Instructors regarding aspects of the practicum education program that were most helpful and suggestions for improvement. Students and Practicum Instructors are also encouraged to provide feedback at the agency level.

7.9 Written Evaluations

Written evaluations of the student's progress are entered into the *Practicum Instructor Narrative* section of the Learning Plan Agreement (LPA) within the IPT Database. The Practicum Faculty Liaison documents student progress at mid-semester to reflect the outcomes of the semester practicum visit. The following procedures are recommended:

Step 1: Prior to the evaluation due date, the student completes a self-assessment using the electronic Learning Plan Agreement/Comprehensive Skills Evaluation (LPA) available on the IPT website.

Step 2: The Practicum Instructor completes the same document, evaluating the student across all listed competencies.

Step 3: The student and Practicum Instructor review their completed LPAs during a scheduled weekly supervision meeting. During this meeting, they discuss ratings and address any discrepancies. The School requires Practicum Instructors to include narrative comments describing the intern's progress, with specific attention to strengths and areas in need of improvement, at the end of each semester.

Step 4: The Practicum Instructor electronically saves and submits the completed LPA to the School through the IPT website

Step 5: The Practicum Faculty Liaison reviews the evaluation, electronically signs the LPA within the IPT database, and posts the student's grade in accordance with university protocol.

7.9.1 Performance Evaluation

The following evaluation scale appears in the student's online IPT Learning Plan Agreement and is used to assess student performance:

Evaluation Key

N/O (Not Observed): The student has not yet had the opportunity, by the time of the evaluation, to demonstrate the knowledge, values, skills, or cognitive and affective processes related to the behavior. In such cases, a plan must be developed to ensure the student gains experience in this area.

- 1 (1–20% of the time): The student shows little or no ability to perform the behavior(s).
- 2 (21–49% of the time): The student sometimes effectively achieves the behavior(s).
- 3 (50–79% of the time): The student is usually able to effectively achieve the behavior(s).
- 4 (80–95% of the time): The student demonstrates frequent or very good achievement.
- 5 (96–100% of the time): The student demonstrates consistent or superior achievement.

An email to the Practicum Faculty Liaison is required if, at any point after Week 5 of the academic semester, a student demonstrates little ability or an inability to perform at least 20% of the listed behaviors. This indicates a serious concern regarding the student's mastery of basic skill levels. Additionally, most first-year students are not expected to receive a rating of "5" until the spring semester. A rating of "5" reflects mastery of a skill at either the Generalist year level or the Specialized Advanced Generalist year level.

7.9.2 Fall Semester

The expected levels of performance for a first-semester student are ratings of 1, 2, and 3. It is also likely that N/O (Not Observed) ratings will occur, as much of the student's time during the fall semester is devoted to agency orientation and observation of other professionals. Any N/O ratings

assigned during the fall semester will be addressed during the spring Practicum Faculty Liaison visit with the student and Practicum Instructor, if not already addressed at the conclusion of the fall semester. At that time, a plan must be developed to ensure the student gains the necessary experience and is able to demonstrate an acceptable level of competency behavior.

The Practicum Faculty Liaison will meet with the Practicum Instructor and the students early in the semester to review the Learning Plan Agreement and will meet at least once each semester thereafter. Between meetings, the Practicum Faculty Liaison will conduct monthly check-ins via email and is available to respond to Practicum Instructor questions and to discuss any concerns regarding the student's progress. The Practicum Faculty Liaison should be contacted under the following circumstances:

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

7.9.3 Spring Semester (Final Evaluation)

The expected levels of performance for spring semester students are ratings of 3 and 4 for MSW Generalist students, and ratings of 4 and 5 for MSW Advanced Generalist students. The Practicum Faculty Liaison should be contacted under the following circumstances:

- A student is performing at a level 1, 2, or possibly a level 3 rating on any specific behavioral measure.
- No N/O ratings should remain at the conclusion of the spring semester, as students are expected to have been exposed to all competencies prior to completing the practicum.

7.9.4 End of Year Evaluations

The practicum education program is a collaborative effort between the agencies, Practicum Instructors, Practicum Faculty Liaisons, and the Practicum Admin (Director/Coordinator). To ensure that the overall program continues to function at the highest level, the following evaluations are required at the end of each practicum year.

- Student Evaluation of the Practicum
- Practicum Process Evaluation by Students
- Student Evaluation of their Practicum Faculty Liaison/Academic Advisor
- Evaluation of Practicum Education Administration by Practicum Instructors
- Evaluation of Practicums by Practicum Faculty Liaison
- Evaluation and Feedback Integrative Seminars

The forms for all student evaluations will be provided to each student through an electronic evaluation form provided by the School of Social Work at the end of the academic year.

All evaluations are considered confidential and are utilized for program and Faculty evaluation and development.

8.0 GRADE FOR PRACTICUM EDUCATION COURSE

Students receive a grade of Credit or No Credit for the Practicum Education course. At the end-of-semester evaluation, the Practicum Instructor submits a recommendation of credit or no credit in the IPT database. The Practicum Faculty Liaison then reviews the Practicum Instructor's recommendation, evaluates the student's participation and performance in the Seminar, and electronically submits the final grade through My Coyote.

The Practicum Faculty Liaison/Practicum Seminar Leader determines the final practicum education grade based on the following criteria:

1. The student's performance and participation in the practicum.
2. Completion of all required seminar assignments.
3. Achievement of a minimum grade of 83% (MSW) in the practicum education course.
4. The student's practicum performance as documented in the written evaluation completed by the Practicum Instructor and informed by any meetings involving the Practicum Instructor, student, and Practicum Faculty Liaison/Seminar Leader.
5. Attendance at all required practicum education events.

Please note: Students will not be assigned a practicum education grade until all required assignments and/or forms have been reviewed, completed, signed, and submitted, either manually or electronically. To receive credit for the practicum education course, students must earn at least 83% in the course and successfully complete all required practicum hours.

Failure to perform satisfactorily in any of the areas listed above may result in a grade of No Credit. In limited circumstances, a grade of Incomplete may be approved by the Practicum Seminar Instructor due to unexpected circumstances affecting the student or the Faculty Liaison. The need for an Incomplete must be discussed among the student, the Practicum Instructor, and the Practicum Faculty Liaison. A student may not receive an Incomplete if they have been terminated from their agency. Students should also be aware that an Incomplete grade may affect the disbursement of financial aid for the following semester.

9.0 PRACTICUM: PROCESS AND REQUIREMENTS

Practicum education settings are selected from social service agencies throughout the region, state, and nation. Agencies are approved based on the quality of their professional practice, willingness to engage in collaborative social work education, and ability to provide the experiences specified in the Learning Plan Agreement (LPA). A basic requirement is adherence to the NASW Code of Ethics, alignment with the program's mission, objectives, and curriculum, and readiness to invest in the social work education process while meeting minimum qualifications.

The criteria for selecting agencies focus on their ability to provide students with meaningful professional experience through instruction and supervised activities that reflect the School of Social Work curriculum goals, the nine competencies, and accreditation standards. To ensure students' learning needs are met, CSUSB has established a formal process for selecting Practicum Placement sites. This process includes multiple steps to confirm that agencies have the expertise and capacity to effectively train students, and that the roles and responsibilities of all partners in the Practicum Education process, the University, the agency, and the student, are clearly defined before placements begin.

Process of Identifying Practicum Settings

If a potential practicum site contacts CSUSB faculty or staff, or if practicum education faculty expresses

interest in partnering with a site, initial contact is made via email or telephone.

Once information is received and contact is made with regional agencies, and student interest is established, the standard practicum review process begins with the required forms outlined below, in alignment with CSWE standards for ensuring appropriate practicum placements and educational oversight.

Agency Application Form requests information about the agency, the population served, practice areas, learning activities, number of students and level of students they will work with, and names of qualified practicum instructors

Practicum Instructor (PI) Information Form requires the name of the qualified practicum instructor, education, credentials, social work experience, supervisory experience, practice models, and prior Practicum Instructor Training.

Practicum Education Contract Initiation Form requires agency, Practicum Coordinator, and authorized agency signer information.

The Learning Site Agreement (LSA) template form is provided to the agency to review and provide recommended changes. If the agency has its own MOU, in place of the LSA, it will be reviewed by the procurement department.

The agency representative is informed that once the Agency Application and PI Forms are submitted, the information will be reviewed by the Practicum Coordinator, Designee, and/or Practicum Director. If the initial agency information is found to meet practicum requirements, an on-site or virtual meeting will be scheduled.

Review process: Once forms are received, the Practicum Director/Coordinator or Designee will:

- Review the agency's appropriateness as a practicum site.
- Review the qualifications of the Practicum Instructor(s), including PI training criteria.
- If deemed suitable, schedule an in-person or virtual site visit, based on location and agency preference.

Approving Practicum Education Settings

Once an agency is identified, initial communication has occurred, and the Practicum team has received the preliminary documentation (Agency Application and Practicum Instructor Form), the Director of Practicum Education or Designee will conduct an on-site or virtual visit to meet with agency staff and review documents and program information related to agency services. A Practicum Site Recruitment Form will be completed.

Minimum requirements for practicum sites include:

1. The Practicum Instructor must hold an MSW from an accredited school of social work, have at least two years of post-MSW practice experience, and at least six months of experience at the current site.
2. Practicum Instructors must assess their workload to ensure adequate time to support a student's learning needs. Agencies should carefully evaluate their ability to meet the obligations and benefits of this partnership.
3. Practicum Instructors must be willing to complete, or have completed, the required 8-hour

asynchronous online practicum instructor training.

The assessment will consider the agency's capacity to provide:

1. Appropriate learning opportunities and resources aligned with BASW program requirements and mission.
2. Adequate supervision and instruction to ensure quality practicum experiences.
3. Practicum Instructors who meet CSUSB School of Social Work criteria.
4. Opportunities for reciprocal collaboration between the School of Social Work and agency.
5. Commitment to high educational standards set by the Council on Social Work Education (CSWE).
6. Responsibility for the agency's participation in the partnership resting with the Executive Director or senior staff.
7. Availability of learning experiences with individuals, families, groups, organizations, and communities, as outlined in the Learning Plan Agreement/Comprehensive Skills Evaluation.
8. Assurance that student-prepared records are available for review by the School of Social Work, subject to professional safeguards.
9. Provision of physical facilities to support student learning, including desk space, meeting rooms, resources for home visits, and compliance with the Americans with Disabilities Act.
10. Ensure students are provided with technology that ensures PHI and HIPAA compliance.
11. Weekly one-hour individual supervision provided by the Practicum Instructor. Triadic and/or group supervision cannot replace the individual supervision requirement.
12. Agreement to the Learning Site Agreement (LSA). Agencies cannot be approved without a fully executed LSA.

After the practicum site visit, the Director of Practicum Education and/or designee will review the outcome with the Practicum Education Team. If the agency, Practicum Director, and Practicum Education Team agree that the site is a strong fit for the BASW program, the Practicum Director will request that the CSUSB Contracts Office initiate an Affiliation Agreement/Contract with the agency. Once the Affiliation Agreement/Contract has been signed by all required parties, the Practicum Director or Designee will add the agency information to IPT (Intern Placement Tracking system) and to the appropriate spreadsheet to indicate an active and approved practicum site. The agency will be formally notified of its approval through the University/Agency Agreement form, signed by both the University Procurement Officer and the Agency Director or designated representative.

Practicum Instructor Training Compliance Prior to Student Placement

Each Practicum Instructor must complete the required Practicum 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). Practicum Instructors and Practicum Preceptors are however encouraged to occasionally attend Practicum Instructor trainings after being certified to receive updates about any policy and procedure changes that might have occurred within the School of Social Work and its Practicum Education Program, to meet new Practicum Faculty Members, etc.

10.0 PRACTICUM INSTRUCTOR CERTIFICATION TRAINING PROGRAM AND COMMUNICATION

The certification training program is an eight-hour, online, asynchronous course designed to establish a uniform set of expectations regarding the roles and responsibilities of Practicum Instructors at practicum sites. The requirements are as follows:

1. All agency social workers who serve as Practicum Instructors must obtain certification within one year of supervising any CSUSB social work student.
2. Certification is granted upon completion of the core training program, either through this School or through another accredited graduate department or school of social work within California.
3. Practicum Instructors who have not completed Practicum Instructor training within the past five years, or who have not supervised a CSUSB student within the past five years, are required to complete the Practicum Instructor Training again to ensure familiarity with the School's current curriculum, updates to the practicum education program, and current trends in practicum instruction.
4. Training and certification completed through other university social work programs meet this requirement. Reciprocity is granted by most members of the Southern California Practicum Directors' Consortium, provided the curriculum is not materially different from that of CSUSB.
5. Preceptors who play a significant role in the training of graduate social work students are also encouraged to complete Practicum Instructor training. Other agency personnel with an interest in graduate social work education are welcome to attend the core training.
6. Continuing Education Units (CEUs) are awarded to individuals who complete the entire Practicum Instructor Training. CEUs are not awarded for partial completion; however, individuals may complete the remaining training components at another School or School of Social Work within the same year, or during the following year at CSUSB or another CSWE-accredited social work program, provided the make-up training does not duplicate previously completed sessions.

10.1 Orientation Checklist for Social Work Interns and Practicum Instructors

The Orientation Checklist is an essential tool designed to ensure that students receive a comprehensive orientation to the agency, including its mission, policies and procedures, safety protocols, expectations, and the expectations of the Practicum Instructor. The checklist also helps promote clarity and prevent misunderstandings among the student intern, agency, Practicum Instructor, and Practicum Faculty Liaison. Discussing the checklist during supervision and within the first few weeks of the practicum can further help reduce student anxiety.

The checklist must be reviewed by both the student and the Practicum Instructor in the Intern Placement Tracking (IPT) system during the initial agency meeting and electronically signed no later than the fifth week of the practicum.

10.2 Special Note to Agency Executives and Practicum Instructors

The faculty and administration of the School of Social Work and the University greatly appreciate the invaluable contributions of our affiliated community organizations, agencies, and Practicum Instructors. Without the cooperation and collaboration of all involved, a high-quality graduate social work education program would not be possible.

Practicum Faculty Liaisons maintain regular communication with each placement site to support agencies and Practicum Instructors as needed. This communication may occur through virtual meetings, written correspondence such as emails and social work program manuals, and in-person

visits when appropriate. The Director of Practicum Education is also available to respond to questions, assist with problem-solving, and provide a range of administrative consultations to agency staff and Practicum Instructors.

If the School of Social Work can be of assistance to agencies or Practicum Instructors, not only in the education and training of social workers, but also in supporting agency goals or enhancing services to clients, we welcome your calls and emails.

11.0 APPENDIX

11.1 Student Professional Commitment Form



School of Social Work, CSUSB Student Professional Practicum Commitment Form



Student: *[Student Name]*
Faculty Liaison: *[Faculty Liaison Name]*

To all social work students: Please complete and electronically sign this form in the Intern Placement Tracking System (IPT).

I have read and understand the CSUSB School of Social Work Practicum Education Manual and acknowledge the following:

- Organization of the Curriculum
- Practicum Program Overview and Goals
- Practicum Education Roles and Responsibilities
- Practicum Education Purpose and Structure
- Administrative Policies and Procedures
- Practicum Selection Process
- Practicum Components and Evaluations
- Grade for Practicum Education Course
- Practicum Site Selection Process

If you have marked “No” to any of these areas, please make an appointment with the Director of Practicum Education to clarify any confusion. **This form should be completed and signed in IPT prior to entering Practicum.**

Student Signature:

Faculty Liaison Signature:

11.2 Midterm Visit Fall Template

FALL SEMESTER FACULTY LIAISON MIDTERM VISIT (Template)

(Focus: Orientation, initial skill development, exposure to CSWE competencies)

(Fall visits occur 4-7 weeks into the semester.)

Entry Date: ___ / ___ / _____

Completed by (Faculty Liaison Name, MSW/LCSW): _____

Fall Semester Faculty Liaison Visit Summary

Faculty Liaison Visit Date: _____

Type of Contact: Virtual (Zoom) In-Person (as requested)

Participants Present:

Student Practicum Instructor / Preceptor Faculty Liaison

Confirmed Student Internship Days and Times:

Weekly Supervision (Hour, Day, & Length):

Individual Group Frequency: _____

Required Documentation

Has the student submitted the Practicum Syllabus?

Yes No

Has the Learning Plan been completed with agency-specific information? Review learning opportunities under each competency.

Yes

No — If no, describe the plan and timeline for completion:

Attendance and Performance

Have there been any attendance concerns?

No

Yes — If yes, describe concerns and improvement plan:

Has the student completed the minimum required process recordings and received feedback within one week?

Yes

No

Any concerns related to process recordings?

No

Yes — If yes, describe concerns and improvement plan:

Practicum Experience

Description of Orientation and Client Population:

Student Experience by Level of Practice

(Review competencies and learning opportunities listed on the LPA)

- Micro Level:
- Mezzo Level:
- Macro Level:

Supervision Summary

Describe supervision quality, frequency, and any concerns:

Goals for the Fall Semester

Goal 1: _____

Goal 2: _____

Goal 3: _____

Participant Input

Student Input:

Practicum Instructor Input:

Faculty Liaison Input:

Faculty Liaison Name (Initial / Last Name): _____

11.3 Midterm Visit Spring Template

SPRING SEMESTER FACULTY LIAISON MIDTERM VISIT (Template)

(Focus: Integration of competencies, evaluation of progress, readiness for next professional level)

(Spring visits occur 6–9 weeks into the semester.)

Entry Date: ___ / ___ / _____

Completed by (Faculty Liaison Initial / Last Name, MSW/LCSW): _____

Spring Semester Faculty Liaison Visit Summary

Faculty Liaison Visit Date: _____

Type of Contact: Virtual (Zoom) In-Person (Agency Visit)

Participants Present:

Student Practicum Instructor / Preceptor Faculty Liaison

Confirmed Student Internship Days and Times:

Weekly Supervision (Hour, Day, & Length):

Individual Group Frequency: _____

Attendance and Performance

Is the student on track with required practicum hours?

Yes

No — Plan for completion (documented in IPT):

Has there been any attendance or professionalism concerns?

No

Yes — Describe concerns and remediation plan

Any concerns related to process recordings?

No

Yes — If yes, describe concerns and improvement plan:

Practicum Experience

Describe skills gained since Fall, highlighting growth in professional behavior, critical thinking, and competency areas.

- Discuss progress toward competency attainment
 - Learning Plan Agreement (LPA) Review
 - Discussion of LPA ratings and expectations for the end of spring semester, including any “Not Observed” or ratings of 2 or below.
(Students may be rated on behaviors they can demonstrate, observe, and discuss.)

- Student Experience by Level of Practice

- Micro Practice
- Mezzo Practice
- Macro Practice
- Professional Development & Learning Opportunities
 - New trainings, meetings, or special opportunities attended
 - Additional learning opportunities the student hopes to access

Supervision Experience (Student and Practicum Instructor)

Describe supervision quality, frequency, and any concerns:

Goals for the Remainder of the Spring Semester

Goal 1: _____

Goal 2: _____

Goal 3: _____

Termination Planning

Plan for termination with clients, practicum instructor, and agency:

Has the final day been discussed?

Foundation Year Students Only

- Reflection on preparation for Advanced Generalist Practicum:
(What will be done the same or differently?)

Evaluation of Student Readiness (MSW Advanced year and BASW year)

- Readiness for next professional level (Advanced Year or Employment):
Score (0–10): _____
- Steps needed to reach an 8–10:

Overall progress and any concerns:


Student Input:

Practicum Instructor Input:

Faculty Liaison Input:

Faculty Liaison Name (Initial / Last Name): _____

11.5 Employment-Based Practicum Placement Application

	<p>School of Social Work Practicum Education Program 5500 University Pkwy San Bernardino, CA 92408 (909) 537-5501 http://socialwork.csusb.edu</p>	<p>EMPLOYMENT-BASED PRACTICUM PLACEMENT APPLICATION</p>
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PURPOSE:

An **Employment-Based Practicum Placement Application** must be completed if there is a request to complete practicum at the place of employment.

SECTION 1:

Type or print legibly. Complete this application in full and submit a signed copy to your Practicum Coordinator for initial review. Final approval must be granted by the CSUSB School of Social Work, Director of Practicum Education or designee.

Student Information

Last Name, First Name (M):		
Student ID #:		
Phone:		
Alternate Phone:		
Email:		
Level of Student:	<input type="checkbox"/> BASW/MSW Generalist Year	<input type="checkbox"/> MSW Specialized Advanced Generalist Year

Agency Information

Agency:
Program:
Address:
City, State, Zip:
Agency Main Phone:
Agency Email:
Agency Contact:
Contact Phone:
Contact Email:

SECTION 2:

Review the general criteria for Employment-Based Practicum Placements prior to moving forward with the application.

1. **Request:** I am requesting to use my place of employment as a practicum placement site.
2. **Supervision:** An MSW or LCSW (required if the internship position requires a license) with at least 2 years of experience—and a minimum of 6 months at the agency—will oversee my practicum placement and serve as my practicum instructor (agency supervisor).
 - o Student must have **1 hour of individual supervision every week**. Triadic and/or group supervision do not meet this requirement.
 - o The practicum instructor (agency supervisor) will **not** be my employment supervisor.
 - o Exceptions must be approved by the University and the agency.
3. **Supervisor Training:** The prospective practicum supervisor meets—or agrees to meet—the CSUSB MSW Program requirement of completing an 8-hour asynchronous Practicum Instructor (Agency Supervisor) Training prior to the intern start date.
4. **Tasks/Assignments:** My practicum tasks and assignments will be **substantially different** from my regular employment duties and will align with the School of Social Work’s practicum education criteria, as well as my chosen area of interest.
5. **Educational Alignment:** My practicum instruction will be at a level appropriate for my program of study (BASW, MSW Generalist, or MSW Specialized Advanced Generalist).
6. **Scheduling:** The placement will occur during sustained blocks of time each week (minimum of 4 consecutive hours), preferably at a location different from my regular work setting.
7. **Important Notes:**
 - o If your situation does not meet **all** the criteria above, you will not qualify for an employment-based practicum placement site.
 - o All application packets must be approved by the CSUSB School of Social Work Director of Practicum Education or designee.
 - o Students applying for employment-based or job-related practicum placements must still complete a practicum application.
 - o **If the agency does not currently have an affiliation agreement with the university, the agency will be required to develop one for the employment-based practicum to be approved. All applications need to be submitted in the Fall for current students and discussed during the pre-practicum placement meeting for incoming students.**

SECTION 3:

Check the type of employment-based practicum you are requesting.

- 1-year Employment-based Practicum:** (Please check the item that is most applicable.)
- Student is using their employment site during regular working hours as a practicum placement site.
 - Student is an employee but will complete practicum requirements outside of their regular work part-time/full-time work hours and will not be considered an employee during practicum hours.
 - Student is taking a leave of absence from their employment and will not be considered an employee while completing their practicum requirements at their previous place of employment.

- 2-year Employment-based Practicum:** Student is using their employment site during regular working hours as a practicum placement site. (An Employment-based Practicum Placement Supplemental Form will be required for the 2nd year placement.)
- Job-Related (new employment as Practicum):** Student is using a new employment role (less than 1 year at) as the educational, competency-based practicum placement.
- Other:** _____

SECTION 4:

Please complete the required schedule below and attach the required current employment job description and practicum description.

Employment & Practicum Schedule: Please complete the schedule below and differentiate the hours of employment and practicum hours. This is required for all employment-based requests. For example, 8:00am-5:00pm or 12:00-5:00pm.

Day	Employment Hours	Practicum Hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

• **REQUIRED ATTACHMENTS:**

- **Current Employment Job Description.**
- **Practicum (Internship) Description** – include the following details:
 - Please detail the practicum tasks and roles or submit the job description for the role you will be learning as an intern.
 - If your practicum occurs on weekends or after regular business hours, clearly indicate **who will be supervising you during those times** including the task supervisor and point of contact. *If you have a task supervisor or preceptor, please include the name and contact person in the practicum (internship) description.
 - **Note:** Practicum hours must be **distinct and separate** from employment hours, with different responsibilities, supervision, and focus

SECTION 5:

Acknowledgement and Signatures

- Student Acknowledgement:** I acknowledge that participating in an employment-based practicum can result in a potential loss of practicum, if the agency cannot comply with program requirements, during unforeseen circumstances, which can impact my ability to move forward in the program. I acknowledge if I lose my job or elect to leave my place of employment, I am not guaranteed a new practicum during the same academic year, which could result in a Leave of Absence. I agree with the

university discussing my progress, which might relate to my employment, while participating in an employment-based practicum. I elect to participate in an employment-based practicum in full knowledge of the inherent risks.

By our signatures below, we certify that we have reviewed and agreed to the employment-based practicum placement requirements of the CSUSB School of Social Work. We agree with, and will support, the student's practicum at the agency of employment.

Signatures must be provided by the designated authority at the agency and attest to the accuracy and validity of the attached job description and practicum description.

Signatures:

Student Signature:
Printed Name:
Date:

Agency Practicum Instructor (Supervisor) Signature:
Printed Name & Title:
Date:
Contact Phone:
Contact Email:
Credential (i.e. MSW/LCSW):

Agency Employment Supervisor Signature:
Printed Name & Title:
Date:
Contact Phone:
Contact Email:


Designated Agency Authority (if different) Signature:
Printed Name & Title:
Date:
Contact Phone:
Contact Email:

Approved Not Approved By: _____

Date: _____

Reason if NOT approved:

11.6 Employment-Based Practicum Supplemental Application

	<p>School of Social Work Practicum Education Program 5500 University Pkwy San Bernardino, CA 92408 (909) 537-5501 http://socialwork.csusb.edu</p>	<p>EMPLOYMENT-BASED PRACTICUM PLACEMENT APPLICATION</p>
---	---	--

PURPOSE:

An **Employment-Based Practicum Placement Application** must be completed if there is a request to complete practicum at the place of employment.

SECTION 1:

Type or print legibly. Complete this application in full and submit a signed copy to your Practicum Coordinator for initial review. Final approval must be granted by the CSUSB School of Social Work, Director of Practicum Education or designee.

Student Information

Last Name, First Name (M):	
Student ID #:	
Phone:	
Alternate Phone:	
Email:	
Level of Student: <input type="checkbox"/> BASW/MSW Generalist Year <input type="checkbox"/> MSW Specialized Advanced Generalist Year	

Agency Information

Agency:
Program:
Address:
City, State, Zip:
Agency Main Phone:
Agency Email:
Agency Contact:
Contact Phone:
Contact Email:

SECTION 2:

Review the general criteria for Employment-Based Practicum Placements prior to moving forward with the application.

1. **Request:** I am requesting to use my place of employment as a practicum placement site.
2. **Supervision:** An MSW or LCSW (required if the internship position requires a license) with at least 2 years of experience—and a minimum of 6 months at the agency—will oversee my practicum placement and serve as my practicum instructor (agency supervisor).
 - Student must have **1 hour of individual supervision every week**. Triadic and/or group supervision do not meet this requirement.
 - The practicum instructor (agency supervisor) will **not** be my employment supervisor.
 - Exceptions must be approved by the University and the agency.
3. **Supervisor Training:** The prospective practicum supervisor meets—or agrees to meet—the CSUSB MSW Program requirement of completing an 8-hour asynchronous Practicum Instructor (Agency Supervisor) Training prior to the intern start date.
4. **Tasks/Assignments:** My practicum tasks and assignments will be **substantially different** from my regular employment duties and will align with the School of Social Work’s practicum education criteria, as well as my chosen area of interest.
5. **Educational Alignment:** My practicum instruction will be at a level appropriate for my program of study (BASW, MSW Generalist, or MSW Specialized Advanced Generalist).
6. **Scheduling:** The placement will occur during sustained blocks of time each week (minimum of 4 consecutive hours), preferably at a location different from my regular work setting.
7. **Important Notes:**
 - If your situation does not meet **all** the criteria above, you will not qualify for an employment-based practicum placement site.
 - All application packets must be approved by the CSUSB School of Social Work Director of Practicum Education or designee.
 - Students applying for employment-based or job-related practicum placements must still complete a practicum application.
 - **If the agency does not currently have an affiliation agreement with the university, the agency will be required to develop one for the employment-based practicum to be approved. All applications need to be submitted in the Fall for current students and discussed during the pre-practicum placement meeting for incoming students.**

SECTION 3:

Check the type of employment-based practicum you are requesting.

- 1-year Employment-based Practicum:** (Please check the item that is most applicable.)
- Student is using their employment site during regular working hours as a practicum placement site.
 - Student is an employee but will complete practicum requirements outside of their regular work part-time/full-time work hours and will not be considered an employee during practicum hours.
 - Student is taking a leave of absence from their employment and will not be considered an employee while completing their practicum requirements at their previous place of employment.

- 2-year Employment-based Practicum:** Student is using their employment site during regular working hours as a practicum placement site. (An Employment-based Practicum Placement Supplemental Form will be required for the 2nd year placement.)
- Job-Related (new employment as Practicum):** Student is using a new employment role (less than 1 year at) as the educational, competency-based practicum placement.
- Other:** _____

SECTION 4:

Please complete the required schedule below and attach the required current employment job description and practicum description.

Employment & Practicum Schedule: Please complete the schedule below and differentiate the hours of employment and practicum hours. This is required for all employment-based requests. For example, 8:00am-5:00pm or 12:00-5:00pm.

Day	Employment Hours	Practicum Hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

• **REQUIRED ATTACHMENTS:**

- **Current Employment Job Description.**
- **Practicum (Internship) Description** – include the following details:
 - Please detail the practicum tasks and roles or submit the job description for the role you will be learning as an intern.
 - If your practicum occurs on weekends or after regular business hours, clearly indicate **who will be supervising you during those times** including the task supervisor and point of contact. *If you have a task supervisor or preceptor, please include the name and contact person in the practicum (internship) description.
 - **Note:** Practicum hours must be **distinct and separate** from employment hours, with different responsibilities, supervision, and focus

SECTION 5:

Acknowledgement and Signatures

- Student Acknowledgement:** I acknowledge that participating in an employment-based practicum can result in a potential loss of practicum, if the agency cannot comply with program requirements, during unforeseen circumstances, which can impact my ability to move forward in the program. I acknowledge if I lose my job or elect to leave my place of employment, I am not guaranteed a new practicum during the same academic year, which could result in a Leave of Absence. I agree with the

university discussing my progress, which might relate to my employment, while participating in an employment-based practicum. I elect to participate in an employment-based practicum in full knowledge of the inherent risks.

By our signatures below, we certify that we have reviewed and agreed to the employment-based practicum placement requirements of the CSUSB School of Social Work. We agree with, and will support, the student's practicum at the agency of employment.

Signatures must be provided by the designated authority at the agency and attest to the accuracy and validity of the attached job description and practicum description.

Signatures:

Student Signature:
Printed Name:
Date:

Agency Practicum Instructor (Supervisor) Signature:
Printed Name & Title:
Date:
Contact Phone:
Contact Email:
Credential (i.e. MSW/LCSW):

Agency Employment Supervisor Signature:
Printed Name & Title:
Date:
Contact Phone:
Contact Email:

Designated Agency Authority (if different) Signature:
Printed Name & Title:
Date:
Contact Phone:
Contact Email:

Approved *Not Approved* By: _____

Date: _____

Reason if NOT approved:

11.7 Generalist Practicum Application

1/14/25, 10:41 AM

MSW Generalist Practicum Application Form

		MSW Generalist Practicum Application Form	School of Social Work 5500 University Parkway San Bernardino, CA 92407
Practicum For Academic Year: 20		Date of Application:	
Practicum Status <input type="checkbox"/> 2 Year Program <input type="checkbox"/> 3 Year Program		<input type="checkbox"/> Please check this box if you are applying or have accepted a Title IV-E Child Welfare Stipend	
Name:		Home phone:	
Local Address:		Cell phone:	
City, State, Zip:		Personal e-mail:	
CSUSB e-mail:		Emergency Contact	
Name:		Phone Number:	
Relationship:		Educational Background	
1. Undergraduate Degree(s): Year posted:		2. Graduate Degree(s): Year posted:	
What language(s) other than English do you speak and/or read and/or write?		Level of Fluency: <input type="checkbox"/> Conversational <input type="checkbox"/> Read <input type="checkbox"/> Write <input type="checkbox"/> All	
Language(s):		Level of Fluency: <input type="checkbox"/> Conversational <input type="checkbox"/> Read <input type="checkbox"/> Write <input type="checkbox"/> All	
Prior work, internship (practicum), and/or volunteer experience:			
1. <input checked="" type="checkbox"/>			
2. <input checked="" type="checkbox"/>			
3. <input checked="" type="checkbox"/>			
4. <input checked="" type="checkbox"/>			
Academic or Practicum Accommodations: Students who request academic or practicum accommodation for disabilities are encouraged to contact the Director of Practicum Education or assigned Practicum Coordinator prior to the interviewing process. Students are encouraged to seek accommodations by contacting the Services to Students with Disabilities 909-537-5228 for an evaluation, verification, and/or assistance in any accommodations being requested.			
Transportation: Do you have reliable transportation? <input type="checkbox"/>			
Do you have a valid driver's license? <input type="checkbox"/>			
Can you provide proof of automobile liability insurance? <input type="checkbox"/>			
Please check your areas of interest:			
<input type="checkbox"/> Mental Health <input type="checkbox"/> Medical <input type="checkbox"/> Older Adults <input type="checkbox"/> Substance Abuse <input type="checkbox"/> Family & Children <input type="checkbox"/> Macro Focused			
<input type="checkbox"/> Other:			
The purpose of practicum is to provide you with an educational experience, which differs from your work, volunteer, or prior internship (practicum) experiences. Generalist year practicum is 16 hours per week.			
Students are required to upload a current resume prior to signing this form and scheduling a Practicum Meeting with the Director of Practicum Education or assigned Practicum Coordinator. If you do not have a current resume, please call Career Development Center (909) 537-5250 to schedule an appointment or schedule online at www.csusb.edu/career-center/student			
Upload Resume View <input checked="" type="checkbox"/>			





Useful information for discussion & matching students with agencies:

The practicum is meant to provide you with a "hands-on" learning experience in generalist practice, ideally at all 3 levels of social work practice: micro, mezzo, and macro practice. Please note that although we try to match you with an agency that serves the client population or client needs you are hoping to work with, we cannot always guarantee such a match. In helping to determine the most appropriate match of an agency to your learning needs, provide information in each of the areas listed below. Please review for errors prior to submitting the form.

Professional Strengths (Transferable Skills): What strengths, knowledge, and skills do you possess that can be applied to your development and effectiveness as a social worker?	<input type="text"/>
--	----------------------

https://www.sloassoftware.com/webform.php?file=csusb_fdn_application_v7.html&labelfields=0

1/3

Potential Challenges: What challenges might affect your success in practicum, and how will you manage them to support your learning and growth?	
Goals: What goals do you hope to achieve in your academic and practicum learning experiences?	
Preferred Learning Style Please indicate the statement that best describes your learning style (check): <ul style="list-style-type: none"> <input type="checkbox"/> I learn best by hearing and observing. <input type="checkbox"/> I learn best by observing and doing. <input type="checkbox"/> I learn best by reading and seeing things in writing. <input type="checkbox"/> I learn best by observing, trying things, and then discussing the outcomes. <input type="checkbox"/> Other: _____ 	
Work Style Once I am oriented to the agency and my assigned duties: <ul style="list-style-type: none"> <input type="checkbox"/> I will feel comfortable working independently. <input type="checkbox"/> I learn best by observing and doing. <input type="checkbox"/> I may need ongoing direction throughout the day. <input type="checkbox"/> Other: _____ 	
Geographical Area: What geographical area would you like to intern in?	
Personal/Work Obligations: Do you foresee any personal and/or work obligations that may interfere with attending Practicum during the required hours? <input type="checkbox"/> If yes, please explain.	

Title IV-E Students Only: Supplemental Questions	
Are you currently employed at a Public Child Welfare Agency?	<input type="checkbox"/> Title: _____
If so, which agency?	_____


MSW Generalist Practicum Application Form






CAREFULLY READ THE FOLLOWING STATEMENT OF UNDERSTANDING

1. I hereby give permission to the CSUSIS School of Social Work Practicum Education Program, its faculty members, and agency personnel to verify all information contained in this application. Information requests can include contacting former employers, practicum agencies, and/or practicum instructors, and reviewing school records.
2. I understand that criminal background checks are commonly required, as part of the onboarding process, for persons placed in many settings. Any criminal record (infraction, charge, misdemeanor, or felony) may make a student ineligible for practicum in certain agencies. Students are advised that a lack of disclosure regarding a criminal background during the agency interview process may result in a denial of practicum by certain agencies. It is strongly recommended that students with any level of criminal background openly discuss the specific situation with the practicum coordinator during the pre-practicum meeting so they can gain a better understanding of the potential challenges of practicum, on a case-by-case basis.
3. In the event I am charged with a new offense during the program, I understand that I am required to disclose this information to the Director of Practicum Education and designated Practicum Coordinator, Director of the School of Social Work, and Academic Advisor immediately. I understand that I will be referred to the Student Review Committee (SRC) for review prior to being allowed to continue in or resume practicum.
4. I understand that any pre-screenings the agency mandates for fingerprint checks, drug screens, physical examinations, TB Tests, immunization verification, valid CA driver's license, etc. is a cost that students may incur. Clearance can cost up to \$400.
5. I understand that the School of Social Work does not guarantee that I will obtain a practicum. If I am not accepted in practicum, I agree to contact the Director of Practicum Education or designee to discuss the reason(s) for non-acceptance.
6. I agree to enroll in the Practicum Seminar Class prior to or at the time of starting my practicum. This ensures your professional malpractice liability coverage through the University (minimums \$2,000,000/\$4,000,000).
7. At all times at my practicum and/or during practicum hours, I agree to maintain professional and ethical conduct in accordance with CSUSIS's academic standards, School of Social Work Student Standards, Practicum Standards, and the NASW Code of Ethics, and understand that failure to meet any of these standards may result in disciplinary action, including a Student Review Committee (SRC) hearing, termination from my practicum, and dismissal from the MSW program, and/or CSUSIS.
8. I agree to complete 16 hours in practicum per week every semester and maintain consistent days and times of attendance at the assigned practicum Agency during their normal business hours. I understand that there is no practicum that offer evenings only and/or assigned weekend hours, and that practicum hours are expected to be full, 8-hour days on Monday-Friday between 8:00AM-5:00PM. I understand that Practicum is an academic course and that attendance is mandatory. I acknowledge that absences are only permitted in case of an emergency. I further acknowledge that vacations do not constitute emergencies and may only be scheduled during designated Practicum break periods.
 - o **Employment-based Practicum (if applicable):** I acknowledge that participating in an employment-based practicum can result in a potential loss of practicum, if the agency cannot comply with program requirements, during unforeseen circumstances, which can impact my ability to move forward in the program. I acknowledge if I lose my job or elect to leave my place of employment, I am not guaranteed a new practicum during the same academic year. I agree with the university discussing my progress, which might relate to my employment, while participating in an employment-based practicum. I elect to participate in an employment-based practicum in full knowledge of the inherent risks.

11.8 MSW Specialized Advanced Generalist Practicum Application



	MSW Specialized Advanced Generalist Practicum Application	School of Social Work 5500 University Parkway San Bernardino, CA 92407
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Practicum For Academic Year: 20 <input type="text"/>	Date of Application: <input type="text"/>
Practicum Status <input type="checkbox"/> 2 Year Program <input type="checkbox"/> 3 Year Program <input type="checkbox"/> Advanced Standing Program	<input type="checkbox"/> Please check this box if you are applying for our Title IV-E Child Welfare Stipend Program or have accepted a Title IV-E Stipend
Name: <input type="text"/>	Home phone: <input type="text"/> Cell Phone: <input type="text"/>
Local Address: <input type="text"/>	City, State, Zip: <input type="text"/>
CSUSB e-mail: <input type="text"/>	Personal e-mail: <input type="text"/>
Emergency Contact	
Name: <input type="text"/> Phone Number: <input type="text"/> Relationship: <input type="text"/>	
Educational Background	
1. Undergraduate Degree(s): <input type="text"/> Year posted: <input type="text"/>	
2. Graduate Degree(s): <input type="text"/> Year posted: <input type="text"/>	
What language(s) other than English do you speak and/or read and/or write ?	
Language(s): <input type="text"/>	Level of Fluency: <input type="checkbox"/> Conversational <input type="checkbox"/> Read <input type="checkbox"/> Write <input type="checkbox"/> All
Language(s): <input type="text"/>	Level of Fluency: <input type="checkbox"/> Conversational <input type="checkbox"/> Read <input type="checkbox"/> Write <input type="checkbox"/> All
Prior work, internship (practicum), and/or volunteer experience:	
1. 	
2. 	
3. 	
4. 	
Academic or Practicum Accommodations:	
Students who request academic or practicum accommodations for disabilities are encouraged to contact the Director of Practicum Education or assigned Practicum Coordinator prior to the interviewing process. Students are encouraged to seek accommodations by contacting the Services to Students with Disabilities 909-537-5238 for an evaluation, verification, and/or assistance in any accommodations being requested.	
Transportation:	
Do you have reliable transportation? <input type="text"/>	
Do you have a valid driver's license? <input type="text"/>	
Can you provide proof of automobile liability insurance? <input type="text"/>	
Please check your areas of interest.	
<input type="checkbox"/> Mental Health <input type="checkbox"/> Medical <input type="checkbox"/> Older Adults <input type="checkbox"/> Substance Abuse <input type="checkbox"/> Family & Children <input type="checkbox"/> Macro Focused <input type="checkbox"/> Other: <input type="text"/>	
The purpose of advanced year practicum is to provide you with an educational experience, which differs from your work, volunteer, or prior internship experiences. Advanced year practicum is 20 hours per week.	
Students are required to upload a current resume prior to signing this form and scheduling a Practicum Meeting with the Director of Practicum Education or assigned Practicum Coordinator. If you do not have a current resume, please call Career Development Center (909) 537-5250 to schedule an appointment or schedule online at www.csusb.edu/career-center/students .	
Upload Resume View 	

Useful information for discussion & matching students with agencies:

The practicum is meant to provide you with a "hands-on" learning experience in generalist practice, ideally at all 3 levels of social work practice: micro, mezzo, and macro practice. Please note that although we try to match you with an agency that serves the client population or client needs you are hoping to work with, we cannot always guarantee such a match. In helping to determine the most appropriate match of an agency to your learning needs, provide information in each of the areas listed below. Please review for errors prior to submitting the form.

Professional Strengths (Transferrable Skills): What strengths, knowledge, and skills do you bring with you from your BASW and/or Generalist Practicum experience?	
Potential Challenges: What challenges do you anticipate that might impact your ability to be successful in this practicum, and	<input type="text" value="1"/> / 3   

how do you plan to address them?	
Previous Practicum Challenges: Did you encounter any significant challenges in your previous practicum? If so, please describe the nature of the issue and how you addressed it.	
Goals: What specific goals do you hope to achieve within the academic setting during practicum (e.g., skills, knowledge, or professional development)?	
Geographical Area: What geographical area would you like to intern in?	
Personal/Work Obligations: Do you foresee any personal and/or work obligations that may interfere with attending Practicum during the required hours? <input type="checkbox"/> If yes, please explain.	

Title IV-E Students Only: Supplemental Questions	
Are you currently employed at a Public Child Welfare Agency?	<input type="checkbox"/> Title? <input type="text"/>
If so, which agency?	<input type="text"/>

MSW Specialized Advanced Generalist Practicum Application Form

CAREFULLY READ THE FOLLOWING STATEMENT OF UNDERSTANDING

- I hereby give permission to the CSUSB School of Social Work Practicum Education Program, its faculty members, and agency personnel to verify all information contained in this application. Information requests can include contacting former employers, practicum agencies, and/or practicum instructors, and reviewing school records.
- I understand that criminal background checks are commonly required, as part of the onboarding process, for persons placed in many settings. Any criminal record (infraction, charge, misdemeanor, or felony) may make a student ineligible for practicum in certain agencies. Students are advised that a lack of disclosure regarding a criminal background during the agency interview process may result in a denial of practicum by certain agencies. It is strongly recommended that students with any level of criminal background openly discuss the specific situation with the program practicum coordinator during the pre-practicum meeting so they can gain a better understanding of the potential challenges of practicum, on a case-by-case basis
- In the event I am charged with a new offense during the program, I understand that I am required to disclose this information to the Director of Practicum Education and designated Practicum Coordinator, Director of the School of Social Work, and Academic Advisor immediately. I understand that I will be referred to the Student Review Committee (SRC) for review prior to being allowed to continue in or resume practicum.
- I understand that any pre-screenings the agency mandates for fingerprint checks, drug screens, physical examinations, TB Tests, immunization verification, valid CA driver's license, etc. is a cost that students may incur. Clearance can cost up to \$400.
- I understand that the School of Social Work does not guarantee that I will obtain a practicum. If I am not accepted at a practicum, I agree to contact the Director of Practicum Education or designee to discuss the reason(s) for non-acceptance.
- I agree to enroll in the Practicum Seminar Class prior to or at the time of starting my practicum. This ensures your professional malpractice liability coverage through the University (minimum \$2,000,000/\$4,000,000).
- At all times at my practicum and/or during practicum hours, I agree to maintain professional and ethical conduct in accordance with CSUSB's academic standards, School of Social Work Student Standards, Practicum Standards, and the NASW Code of Ethics, and understand that failure to meet any of these standards may result in disciplinary action, including a Student Review Committee (SRC) hearing, termination from my practicum, and dismissal from the MSW program, and/or CSUSB.
- I agree to complete 20 hours in practicum per week every semester and maintain consistent days and times of attendance at the assigned Practicum Agency during their normal business hours. I understand that there are no practicums that offer evenings only and/or assigned weekend hours, and that practicum hours are expected to be full, 8-hour days on Monday-Friday between 8:00AM-5:00PM. I understand that Practicum is an academic course and that attendance is mandatory. I acknowledge that absences are only permitted in case of an emergency. I further acknowledge that vacations do not constitute emergencies and may only be scheduled during designated Practicum break periods. understand that Practicum is an academic course and that attendance is mandatory. I acknowledge that absences are only permitted in case of an emergency. I further acknowledge that vacations do not constitute emergencies and may only be scheduled during designated Practicum break periods.
 - Employment-Based Practicum (If applicable): I acknowledge that participating in an employment-based practicum can result in a potential loss of practicum, if the agency cannot comply with program requirements, during unforeseen circumstances, which can impact my ability to move forward in the program. I acknowledge if I lose my job or elect to leave my place of employment, I am not guaranteed a new practicum during the same academic year. I agree with the university discussing practicum progress, which might relate to my employment, while participating in an employment-based practicum. I elect to participate in an employment-based practicum in full knowledge of the inherent risks.
- I understand that Practicum Seminar is an academic course and that attendance is mandatory.
- If I need to terminate the practicum before fulfilling my commitment, I shall notify the Director of Practicum or designated Practicum Coordinator IMMEDIATELY, and prior to discussing this with the agency and/or initiating the termination. The termination will proceed in an appropriate, professional manner and will provide written and verbal notice as required by CSUSB, the practicum agency, and the NASW Code of Ethics.
- Winter Intersession Policy:** The CSUSB Academic Calendar lists an eight (8) week Winter Intersession between the Fall and Spring semesters. Students in the BASW and MSW Practicum Education Program will not be off for the entire eight (8) week intersession. Students must continue practicum through the intersession. Some internship practicum students to take 1-2 weeks off during the intersession to ensure client c requirements during their initial interview and before accepting a pra n employment-based practicum

14/25, 9:14 AM

MSW Specialized Advanced Generalist Practicum Application

(county program or Title IV-E) are usually required to resume full-time work status during any winter and/or summer breaks. Students in these situations are required to discuss the agency policy prior to applying for and accepting the practicum.

12. I acknowledge that engaging in practicum activities require a degree of skill and knowledge different from traditional academic activities and that I have certain responsibilities as a participant as iterated in my Practicum Manual. I acknowledge that CSUSB will be available to fully explain the nature, psychological, and physical demands of the practicum, and the inherent risks, hazards, and dangers associated with it to me.
13. I acknowledge that there are certain risks inherent in my participation in practicum, including, but not limited to risks arising from:
 - Driving to and from the practicum site, or while in the course of practicum activities;
 - Unpredictable or violent behavior of certain client populations served by the practicum site;
 - Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens
14. I acknowledge that the CSUSB does not provide health and accident insurance for interns, and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I acknowledge that the CSUSB Practicum Team has encouraged all students to carry personal medical insurance, including applying for Medi-Cal, if eligible.
15. I acknowledge that while participation in practicum is a required component to my degree, no one is forcing me to participate, and I elect to participate with full knowledge of the inherent risks.

I certify that the statements contained in this application and other supporting documents are correct and true.

Student Signature: [Click to sign Completed Document](#)

CLOSE

SAVE

[Printable Version](#)

11.9 Generalist Year Learning Plan Agreement

10/14/25, 9:12 AM

GENERALIST YEAR (BASW) Learning Plan Agreement and Comprehensive Skills Evaluation

GENERALIST YEAR (BASW) Learning Plan Agreement and Comprehensive Skills Evaluation



INSTRUCTIONS FOR USE

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

First, it is the instrument used to guide student learning in the agency and is based on program content that can be applied in the practicum. To further enhance the practicum experience, it is vital for the student to meet with their Practicum Supervisor who will assist in identifying agency specific learning opportunities based upon the student's interests and personal goals. Suggested learning activities for students include assignment of cases working with individuals and families, group facilitation assignments, participating in multi-disciplinary team meetings, involvement in a client group both as observer and co-facilitator, reviewing agency's mission statement, handbooks, organizational chart, interview key players at all levels, discuss classroom assignments for change proposal, attend community and interagency meetings, completing weekly process recordings, and functioning as an agency staff member.

Secondly, the LPA serves as a method of evaluating student progress in practicum. Below is the Evaluation Key which defines the numbers (1 through 5) which measures student performance. The Practicum Supervisor can use evaluation strategies such as: observation, documentation review, discussion in weekly supervision, review of process recordings, etc. for assessing student progress. Towards the end of the semester, the student is responsible for making an appointment with the Practicum Supervisor to go over the LPA, to assess their progress, to determine the functionality of goals and update/change for the following semester, and to get direct feedback.

Once the Comprehensive Skills Evaluation is complete, the Faculty Liaison will review the LPA's and they will assign a credit or no credit. This grade is based upon attending and participating in practicum seminars, the outcome of the Comprehensive Skills Evaluation by the Practicum Supervisor, and the Faculty Liaison's assessment of the professional development relative to the practicum objectives set forth below. The Faculty Liaison will visit the student at their agency to review the progress towards the practicum objectives.

Please save your work frequently to avoid it being lost.

Evaluation Key











N/O (Not Observed) Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.








- 1 (1-20% of time) Student shows little or no ability to perform behavior(s)
- 2 (21-49% of time) Student sometimes effectively achieves the behavior(s)
- 3 (50-79% of time) Student usually able to effectively achieve behavior(s)
- 4 (80-95% of time) Student has frequent/very good achievement
- 5 (96-100% of time) Student has consistent/superior achievement

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

I. IDENTIFYING INFORMATION	
Academic Year: <input type="text"/>	Please check: Are you receiving a stipend? <input type="checkbox"/> Yes <input type="checkbox"/> No Is this a paid internship? <input type="checkbox"/> Yes <input type="checkbox"/> No # of practicum hours required/week: <input type="checkbox"/> 16 <input type="checkbox"/> other (specify): <input type="text"/>
Student Name: <input type="text"/> E-mail: <input type="text"/> Phone number: <input type="text"/>	CSUSB Faculty Liaison: E-mail: <input type="text"/> Phone number: <input type="text"/>
Agency Name: <input type="text"/> Address: <input type="text"/> City: <input type="text"/> Zip: <input type="text"/> Telephone: <input type="text"/> Fax: <input type="text"/>	Agency Practicum Supervisor: E-mail: <input type="text"/> Phone number: <input type="text"/> Agency Preceptor: E-mail: <input type="text"/> Phone number: <input type="text"/>
<input type="button" value="SAVE WORK"/>	

II. THE AGENCY AND THE COMMUNITY
(Agency) A. Describe the agency's mission:


B. Describe the organizational structure: 
C. List the services provided to community: 
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients: 
<i>(Community)</i> E. Describe the geographic location of your organization: 
F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above): 
G. Describe the community's need for resources (in addition to what the agency provides): 
H. Describe the community's perception of the agency: 
I. List other agencies to which referrals are made: 
J. Who (Practicum Supervisor?) or what (organization brochure?) were your sources of information: 
<input type="button" value="SAVE WORK"/>

III. GENERAL TIME MANAGEMENT
A. List the days and hours in practicum: 
B. List the day and time that process recordings are due: 
C. List the day, time, and length of individual practicum instruction: 
D. List day and time of group supervision conference, if applicable: 
E. List the name(s) of preceptor(s) and/or contact person in practicum supervisor's absence: 
F. If the plan is for you to rotate or change programs in the organization, specify the time frame for the rotation: 
G. List dates of Practicum Seminars: 
<input type="button" value="SAVE WORK"/>

IV. PRACTICUM EDUCATION ASSIGNMENTS Check those learning activities to which the student will be exposed during the practicum work placement.
A. Check all direct practice practicum education assignments

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

B. Check all macro practice practicum education assignments


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

C. Check other learning experiences


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

V. SELF-AWARENESS ASSESSMENT

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


 _____

B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?


 _____

VI. STUDENT'S EXPECTATIONS FOR SUPERVISION IN PRACTICUM INSTRUCTION


A. Describe your expectations of the supervision process:

 _____


B. Describe your expectations of yourself in supervision:

 _____

C. Describe your expectations of your Practicum Supervisor:


 _____

D. Describe your expectations of your Preceptor (if applicable):


 _____

VII. PRACTICUM SUPERVISOR TEACHING PLAN (To be written by the Practicum Supervisor)


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

 _____


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

 _____

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

 _____

4. Detail your plan for monitoring and evaluating this experience.

 _____

Add Note

Email Note To: [Student Name] [Practicum Supervisor Name] [Faculty Liaison Name]

Submit

COMPREHENSIVE LEARNING PLAN AND SKILLS EVALUATION

LEARNING AGREEMENT INSTRUCTIONS: The box under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, the Student and Practicum Supervisor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of three activities must be listed for each competency.

COMPETENCY 1 - DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Description: Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy areas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context (CW 1.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate professional social work roles and boundaries, behavior, appearance, and oral, written, and electronic communication. (CW 1.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use technology ethically and appropriately to facilitate practice outcomes (CW 1.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use supervision and consultation to guide professional judgment and behavior (CW 1.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Beginning to develop relationships with interdisciplinary team members with an understanding of their roles. (CW 1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1.

2.

3.






Additional Activities:

SAVE WORK

COMPETENCY 2 - ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Description: Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Advocate for human rights at the individual, family, group, organizational, and community system levels. (CW 2.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice. (CW 2.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate beginning awareness of interpersonal, community and social structural causes and effects of disproportionality, disparities, and the inequities in public child welfare. (CW 2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Identify learning strategies and activities to demonstrate skill development in Competency #2:</i>				
1. <input type="text"/>				
2. <input type="text"/>				
3. <input type="text"/>				
Additional Activities: <input type="text"/>				
<input type="button" value="SAVE WORK"/>				
<p>COMPETENCY #3 - ENGAGE IN ANTI-RACIST, DIVERSITY, EQUITY, AND INCLUSION (ADEI) PRACTICE</p> <p>Description: Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>				
	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences (CW 3.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate integration of anti-racist and anti-oppressive approaches into all aspects of policy, while acknowledging that at times fundamental rights, including freedom and privacy, may be compromised for children, youth, individuals, and families receiving social services. (CW 3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Identify learning strategies and activities to demonstrate skill development in Competency #3:</i>				
1. <input type="text"/>				
2. <input type="text"/>				
3. <input type="text"/>				

Additional Activities:				
				
SAVE WORK				
COMPETENCY 4 - ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH -INFORMED PRACTICE				
Description: Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.				
	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Apply research findings to inform and improve practice, policy, and programs.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Demonstrate a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base. (CW 4.3)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Engage in critical analysis of research findings, practice models, and practice wisdom that inform practice, including how research practices have historically failed to address the needs and realities of exploited and/or disadvantaged communities, and how cross-cultural research practices can be used to enhance equity. (CW 4.2)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Identify learning strategies and activities to demonstrate skill development in Competency #4:</i>				
1. 				
2. 				
3. 				
Additional Activities:				
				
SAVE WORK				
COMPETENCY 5 - ENGAGE IN POLICY PRACTICE				
Description: Social workers identify social policies at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.				
	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services (CW 5.3)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice (CW 5.4)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Demonstrates a beginning familiarity with relevant statutes and civil codes and the roles of relevant policy entities that impact practice. (CW 5.1)	▼	▼	▼	▼
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Identify learning strategies and activities to demonstrate skill development in Competency #5:

1.

2.

3.

Additional Activities:

SAVE WORK

COMPETENCY 6 - ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES
Description: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	▼	▼	▼	▼
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies (CW 6.1)	▼	▼	▼	▼
3. Begins to identify effective responses and exercise good judgement around engaging with clients who may be perceived as resistant, exhibit traumatic responses, and other potentially triggering situation in children, youth, young adults, families and other care providers (CW 6.4).	▼	▼	▼	▼

Identify learning strategies and activities to demonstrate skill development in Competency #6:

1.

2.

3.

Additional Activities:

SAVE WORK

COMPETENCY 7 - ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES
Description: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

	Fall	Spring
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	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (CW 7.4)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Identify, understand, and implement appropriate screening and assessment tools appropriate to practice population and setting. (CW 7.1)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Identify learning strategies and activities to demonstrate skill development in Competency #7:</i>				
1. <input type="text"/>				
2. <input type="text"/>				
3. <input type="text"/>				
Additional Activities: <input type="text"/>				
<input type="button" value="SAVE WORK"/>				
COMPETENCY #8 - INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES				
<i>Description:</i> Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings				
	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions within an interprofessional/teaming environment to achieve client and constituency goals (CW 8.1)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Demonstrate beginning case management skills/counseling skills with individuals and families to accomplish interventions listed in the case/care/treatment plan. (CW 8.3)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that families' needs for support may continue beyond these time periods. (CW 8.4)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Identify learning strategies and activities to demonstrate skill development in Competency #8:</i>				
1. <input type="text"/>				
2. <input type="text"/>				
3. <input type="text"/>				
Additional Activities: <input type="text"/>				

SAVE WORK				
COMPETENCY # 9 - EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES				
<i>Description:</i> Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.				
	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Select and use culturally responsive methods for evaluation of outcomes	▼	▼	▼	▼
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	▼	▼	▼	▼
3. Review evaluation results to critically think about how to improve interdisciplinary team coordination, as well as agency and community-level policies to best support individuals, families, and the systems that serve them. (CW 9.3)	▼	▼	▼	▼
<i>Identify learning strategies and activities to demonstrate skill development in Competency #9:</i>				
1.				
2.				
3.				
Additional Activities:				
SAVE WORK				

1. PRACTICUM SUPERVISOR EVALUATION:

a. End of FALL SEMESTER Student Evaluation - **(Due the week before finals.)**
(Indicate semester, name & date prior to writing summary)

b. End of SPRING SEMESTER Student Evaluation - **(Due the week before finals.)**
(Indicate semester, name & date prior to writing summary)

c. Grade Recommendation: **(Due the week before finals and when the evaluation is complete.)**

Fall: Spring:
 hours: hours:
 Total Number of Practicum Hours for the Year: **(Calculate from time sheets):**
 Disable Minimum Hours Check

2. FACULTY LIAISON PROGRESS NOTES AND EVALUATION:

Liaison Practicum Note - (Indicate semester, name & date: example: Fall, 2020, James Long, Faculty Liaison, 10/1/20. Newest entry begins at the top.)
(To be completed at mid-semester visit.)

Fall:

Spring:



	Fall	Spring
Student Signatures	Click Here to sign Fall Scores	Click to sign Completed Document
Agency Practicum Supervisor Signatures	Click Here to sign Fall Scores	Click to sign Completed Document
Liaison Signatures	Click to sign Liaison Fall Section	Click to sign Completed Document

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11.10 Specialized Advanced Generalist Year Learning Plan Agreement



SPECIALIZED ADVANCED GENERALIST YEAR Learning Plan Agreement and Comprehensive Skills Evaluation

INSTRUCTIONS FOR USE

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

First, it is the instrument used to guide student learning in the agency and is based on program content that can be applied in the practicum. It is vital for the student to meet with their Practicum Supervisor to identify agency specific learning opportunities. Suggested learning activities for students include reviewing case files, assignment of cases with individuals and families, observing client groups, co-facilitating groups, attending staffing, attending board or collaborative meetings, and engaging in grant research and writing.

Secondly, the LPA serves as a method of evaluating student progress in the practicum. Below is the Evaluation Key that defines the numbers (1 through 5) which measure student performance. The Practicum Supervisor can use evaluation strategies such as: observation, documentation review, discussion in weekly supervision, and review of process recordings, for assessing student progress. A summary is required to ensure the progress of the student. Towards the end of the semester, the student is responsible for making an appointment with the Practicum Supervisor to go over the LPA, with the goal of reviewing progress, identifying strengths, and addressing areas of needed improvement.

Once the Comprehensive Skills Evaluation is complete, the Faculty Liaison will review the LPA and they will assign a grade. This grade is based upon attending and participating in practicum seminars, the outcome of the Comprehensive Skills Evaluation by the Practicum Supervisor, and the Faculty Liaison's assessment of the professional development relative to the practicum objectives set forth below. The Faculty Liaison is also responsible for reviewing the LPA with both the practicum supervisor and student when they do site visits.

Evaluation Key

N/O (Not Observed) Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.








- 1 (1-20% of time) Student shows little or no ability to perform behavior(s)
- 2 (21-49% of time) Student sometimes effectively achieves the behavior(s)
- 3 (50-79% of time) Student usually able to effectively achieve behavior(s)
- 4 (80-95% of time) Student has frequent/very good achievement
- 5 (96-100% of time) Student has consistent/superior achievement

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

I. IDENTIFYING INFORMATION	
Academic Year: <input style="width: 100%;" type="text"/>	Please check: <input type="checkbox"/> Advanced Year (specify): <input style="width: 100%;" type="text"/> <input type="checkbox"/> <input type="checkbox"/> 2 year program <input type="checkbox"/> 3 year program Are you receiving a stipend? <input type="checkbox"/> Yes <input type="checkbox"/> No Is this a paid internship? <input type="checkbox"/> Yes <input type="checkbox"/> No # of practicum hours required/week: <input type="checkbox"/> 20 <input type="checkbox"/> other (specify): <input style="width: 100%;" type="text"/>
Student Name: <input style="width: 100%;" type="text"/> E-mail: <input style="width: 100%;" type="text"/> Phone number: <input style="width: 100%;" type="text"/>	CSUSB Faculty Liaison: <input style="width: 100%;" type="text"/> E-mail: <input style="width: 100%;" type="text"/> Phone number: <input style="width: 100%;" type="text"/>



Agency Name:	<input type="text"/>	Agency Practicum Supervisor:	<input type="text"/>
Address:	<input type="text"/>	E-mail:	<input type="text"/>
City:	<input type="text"/>	Phone number:	<input type="text"/>
Zip:	<input type="text"/>	Agency Preceptor:	<input type="text"/>
Telephone:	<input type="text"/>	E-mail:	<input type="text"/>
Fax:	<input type="text"/>	Phone number:	<input type="text"/>
<input type="button" value="SAVE WORK"/>			





II. THE AGENCY AND THE COMMUNITY
<i>(Agency)</i>
A. Describe the agency's mission:
<input type="text"/>
B. Describe the organizational structure:
<input type="text"/>
C. List the services provided to community:
<input type="text"/>
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:
<input type="text"/>
<i>(Community)</i>
E. Describe the geographic location of your organization:
<input type="text"/>
F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):
<input type="text"/>
G. Describe the community's need for resources (in addition to what the agency provides):
<input type="text"/>
H. Describe the community's perception of the agency:
<input type="text"/>
I. List other agencies to which referrals are made:
<input type="text"/>
J. Who (Practicum Supervisor?) or what (organization brochure?) were your sources of information:
<input type="text"/>
<input type="button" value="SAVE WORK"/>



III. GENERAL TIME MANAGEMENT	
A. List the days and hours in practicum:	
	
B. List the day and time that process recordings are due:	
	
C. List the day, time, and length of individual practicum instruction:	
	
D. List day and time of group supervision conference, if applicable:	
	
E. List the name(s) of preceptor(s) and/or contact person in practicum supervisor's absence:	
	
F. If the plan is for you to rotate or change programs in the organization, specify the time frame for the rotation:	
	
G. List dates of Practicum Seminars:	
	
<input type="button" value="SAVE WORK"/>	

IV. PRACTICUM EDUCATION ASSIGNMENTS				
Check those learning activities to which the student will be exposed during the practicum work placement.				
A. Check all direct practice practicum education assignments				
<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Short Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long Term Intervention
<input type="checkbox"/> Other (specify): <input type="text"/>				
B. Check all macro practice practicum education assignments				
<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues	
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages	
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify): <input type="text"/>		
C. Check other learning experiences				

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

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

B. In what ways/areas do you need to enhance your self awareness to become a more effective social worker?

<input type="button" value="SAVE WORK"/>

VI. STUDENT'S EXPECTATIONS FOR SUPERVISION IN PRACTICUM INSTRUCTION
A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your Practicum Supervisor:

D. Describe your expectations of your Preceptor (if applicable):

<input type="button" value="SAVE WORK"/>

VII. PRACTICUM SUPERVISOR TEACHING PLAN (To be written by the Practicum Supervisor)
1. Detail your expectations of your student in supervision (i.e., prepare a clinical/macro agenda, case questions)

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

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

4. Detail your plan for monitoring and evaluating this experience.

Collaborative Notes ?

Add Note

Email Note To: [Student Name] [Practicum Supervisor Name] [Faculty Liaison Name]

COMPREHENSIVE LEARNING PLAN AND SKILLS EVALUATION

LEARNING AGREEMENT INSTRUCTIONS: At the beginning of the academic year, the Student and Practicum Supervisor will identify planned learning activities specific to the agency. These activities will provide opportunities to achieve each competency. A minimum of three activities must be listed for each competency. You may also utilize additional activities section as needed.


COMPETENCY #1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Description: Advanced generalist social work practitioners understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with marginalized and underserved individuals, families, groups, organizations, and communities. Advanced generalist social work practitioners understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Advanced generalist social work practitioners understand frameworks of ethical decision making and apply principles of critical consciousness to those frameworks in practice, research, and policy arenas. Advanced generalist social work practitioners recognize and manage personal values and the distinction between personal and professional values. Advanced generalist social work practitioners understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Advanced generalist social work practitioners take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Advanced generalist social work practitioners use trauma-informed, rights-based, anti-racist, anti-oppressive, and social justice lenses to understand and critique the profession's history, mission, roles, and responsibilities. Advanced generalist social work practitioners recognize racialized historical and current contexts of oppression in shaping institutions and the social work profession. Advanced generalist social work practitioners understand the role of other professionals when engaged in interprofessional practice. Advanced generalist social work practitioners recognize the importance of lifelong learning and are committed to continually updating their skills to ensure culturally appropriate, relevant, and effective practice. Advanced generalist social work practitioners understand digital technology and the ethical use of technology in social work practice.

	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical	▼	▼	▼	▼

decision making, ethical conduct of research, and additional codes of ethics within the profession as culturally appropriate to the context (CW 1.1)				
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication (CW 1.4)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Use technology ethically and appropriately to facilitate practice outcomes (CW 1.7)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Examine the structures of race, class, power, and privilege within the practicum instruction and consultation relationship which guides professional judgment and behavior	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Effectively communicate professional judgments to other professionals in the context of race, class, power, and privilege within an intra and inter-professional environments, in both oral and written formats.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

1. 

2. 

3. 

Additional Activities:



SAVE WORK

COMPETENCY #2 ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Description: Advanced generalist social work practitioners understand that every person regardless of their positionality in society has fundamental human rights. Advanced generalist social work practitioners are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's complacency in perpetuating and responding to white supremacist practices. Advanced generalist social work practitioners critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Advanced generalist social work practitioners advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that individuals, groups, and families in urban and rural communities have access to social resources. Advanced generalist social work practitioners are charged with ensuring that the rights and responsibilities for everyone are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Utilize self-reflective practices to inform a critical, intersectional lens in their understanding of social, economic, and environmental justice to advocate for human rights at the individual, family, community, and system levels (CW 2.4)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Demonstrate the ability to advocate for human rights at the individual, family, group, organizational, and	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

community system levels within an intra and inter-professional context. (CW 2.2)				
3. Demonstrate the ability to engage in practices that advance human rights to promote social, racial, economic, and environmental justice (CW 2.3)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Identify and exhibit leadership behaviors using a critical, intersectional lens that values stakeholders' lived experience and promotes anti-oppressive interventions designed to protect human rights and mitigate cultural and structural barriers. (CW 2.1)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Identify learning strategies and activities to demonstrate skill development in Competency #2:</i>				
1.	<input type="text"/>			
2.	<input type="text"/>			
3.	<input type="text"/>			
Additional Activities:				
<input type="text"/>				
<input type="button" value="SAVE WORK"/>				
COMPETENCY #3 ENGAGE IN ANTI-RACIST, DIVERSITY, EQUITY, AND INCLUSION (ADEI) PRACTICE				
Description: Advanced generalist practitioners understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Advanced generalist practitioners understand the pervasive impact of White supremacy practices and situational privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Advanced generalist practitioners understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Advanced generalist practitioners understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Advanced generalist practitioners understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Advanced generalist practitioners understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.				
	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Demonstrate an active engagement in anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Demonstrate an active engagement in cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. (CW 3.2)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth, individuals, and families interact. (CW 3.4)	▼	▼	▼	▼
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Identify learning strategies and activities to demonstrate skill development in Competency #3:

1.

2.

3.

Additional Activities:

SAVE WORK

COMPETENCY #4 ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Description: Advanced generalist social work practitioners use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Advanced social work practitioners use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Advanced social workers practice from a critical lens to evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Advanced social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist, anti-oppressive, and trauma informed perspective. Advanced social workers know how to access, critique, and synthesize the current literature to develop culturally appropriate research questions and hypotheses. Advanced generalist social work practitioners demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Advanced generalist social work practitioners demonstrate knowledge about methods to assess reliability and validity in social work research. Advanced social workers can articulate and share research findings in ways that are usable to a diverse group of clients and constituencies. Advanced social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Demonstrate the ability to apply research findings to inform and improve practice, policy, and programs	▼	▼	▼	▼
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	▼	▼	▼	▼
3. Demonstrate the ability to understand, interpret, and evaluate the benefits and limitations of various evidence based and evidence-informed treatment models as they influence social work practice (CW 4.1)	▼	▼	▼	▼

Identify learning strategies and activities to demonstrate skill development in Competency #4:

1.

2.



SAVE WORK

COMPETENCY #6 ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Description: Advanced generalist social work practitioners understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities in a culturally responsive manner. Advanced generalist practitioners value the importance of human relationships. Advanced generalist social work practitioners understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Advanced generalist social work practitioners are self-reflective and understand how bias, power, and privilege as well as their personal values, beliefs, and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Advanced generalist social workers integrate principles of relationship-building, inter-professional collaboration, and leadership to facilitate engagement with clients, constituencies, and other professionals as appropriate.

	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Integrate knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, when engaging with clients and constituencies in a culturally responsive, whole-person, consumer-driven, and family-oriented way that addresses mutually agreed upon service goals, and other factors such as trauma experiences. (CW 6.2)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. (CW 6.1)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Engage in critical thinking to identify and articulate appropriate advanced integrated theories applicable to engaging clients who may be perceived as resistant, exhibit traumatic responses, and other potentially triggering situation in children, youth, young adults, families and other care providers (CW 6.4)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Identify learning strategies and activities to demonstrate skill development in Competency #6:

1.



2.



3.



Additional Activities:



SAVE WORK

COMPETENCY #7 ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Description: Advanced generalist social work practitioners understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Advanced generalist social work practitioners

understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and urban communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and urban communities to develop a mutually agreed-upon plan. Advanced generalist social work practitioners recognize the implications of the larger practice context and leadership role in the assessment process and use interprofessional collaboration in this process that is anti-oppressive, and trauma informed. Advanced generalist social work practitioners are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Apply theories of human behavior, intersectionality, and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (CW 7.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs through a anti-racist, anti-oppressive, and trauma-informed lenses. (CW 7.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify learning strategies and activities to demonstrate skill development in Competency #7:

1.
2.
3.

Additional Activities:





SAVE WORK

COMPETENCY #8 INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Description: Advanced generalist social work practitioners demonstrate the application of culturally appropriate interventions with the understanding that the intervention is the ongoing component of the dynamic and interactive process of social work practice. Advanced generalist social work practitioners understand and integrate theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks into their practice within urban communities in a culturally responsive manner. They critically evaluate and apply this knowledge to utilize methods of identifying, analyzing, and implementing evidence-based, trauma-informed interventions. Advanced generalist social work practitioners actively participate in interprofessional collaboration to achieve a relationship of mutuality with the client at all levels and meeting their goals. Advanced generalist practitioners co-facilitate effective transitions and endings with clients at all levels of practice.

	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor

1. Utilize a critical conscious lens to identify and implement trauma-informed and culturally relevant interventions to achieve advanced practice goals and enhance capacities in urban communities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Apply and transfer knowledge of human behavior and the social environment, person-in-environment, and other interprofessional theoretical frameworks with critical theories of race, gender, and other intersectional identities in the application of interventions with diverse and marginalized urban communities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Effectively negotiate, mediate, and advocate with and on behalf of diverse clients and communities utilizing a socially just and trauma-informed lens. Co-facilitating effective and empowered transitions and endings that advance mutually agreed-on collaborative, client-driven goals. (CW 8.2)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Demonstrate leadership behaviors when engaging in interprofessional collaboration and partnership to achieve beneficial outcomes that address the needs of clients and their diverse communities in a culturally responsive manner (CW8.1)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Identify learning strategies and activities to demonstrate skill development in Competency #8:</i>				
1.	<input type="text"/>			
2.	<input type="text"/>			
3.	<input type="text"/>			
Additional Activities:	<input type="text"/>			
<input type="button" value="SAVE WORK"/>				
COMPETENCY #9 EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES				
Description: Advanced generalist social work practitioners demonstrate their understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with their work with clients at all levels of practice. In collaboration with clients, advanced generalist social work practitioners utilize an anti-racist, anti-oppressive, trauma-informed, and contextually specific lens to evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Advanced generalist social work practitioners apply and implement anti-racist and anti-oppressive perspectives in evaluating outcomes. Advanced generalist social work practitioners apply the knowledge taken from theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to critically evaluate outcomes. Advanced generalist social work practitioners use culturally responsive and appropriate qualitative and quantitative methods for evaluating outcomes and practice effectiveness.				
	Fall		Spring	
	Student	Agency Practicum Supervisor	Student	Agency Practicum Supervisor
1. Identify and implement client centered, culturally responsive, and contextually specific methods for evaluation of outcomes	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Identify and implement a culturally responsive lens to critically analyze outcomes and improve practice effectiveness with clients at the micro, mezzo, and macro levels.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Use self-reflection, supervision, and best practices in assessment to regularly evaluate, modify, and practice with individuals, families, groups, organizations, communities, and the systems that serve them. (CW 9.3)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Identify learning strategies and activities to demonstrate skill development in Competency #9:</i>				
1. 				
2. 				
3. 				
Additional Activities: 				
<input type="button" value="SAVE WORK"/>				

1. PRACTICUM SUPERVISOR EVALUATION:

- a. End of FALL SEMESTER Student Evaluation - **(Due the week before finals.)**
(Indicate semester, name & date prior to writing summary)



- b. End of SPRING SEMESTER Student Evaluation - **(Due the week before finals.)**
(Indicate semester, name & date prior to writing summary)



- c. Grade Recommendation: **(Due the week before finals and when the semester evaluation is complete.)**

Fall:

Spring:

hours:

hours:

Total Number of Practicum Hours for the Year: **(Calculate from time sheets):**

Disable Minimum Hours Check

2. FACULTY LIAISON PROGRESS NOTES AND EVALUATION:

Liaison Practicum Notes - (Indicate semester, name & date: example: Spring, 2020, James Long, Faculty Liaison, 10/1/20. Newest entry begins at the top.)

Fall:



Spring:



	Fall	Spring
Student Signatures	Click Here to sign Fall Scores	Click to sign Completed Document
Agency Practicum Supervisor Signatures	Click Here to sign Fall Scores	Click to sign Completed Document
Faculty Liaison Signatures	Click to sign Liaison Fall Section	Click to sign Completed Document


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

[CLOSE](#)

[SAVE](#)

[Printable Version](#)

11.11 Agency Application

	<p>School of Social Work Field Education Program 5500 University Parkway San Bernardino, CA 92407 (909) 537-5265 http://socialwork.csusb.edu</p>	<h1 style="text-align: center;">Agency Application</h1>
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INSTRUCTIONS: The Agency Application is to be completed for all new agencies and when there have been significant changes at an agency. Please email as an attachment to sw.practicum@csusb.edu.

Date:

Agency Information

Agency:		County:		
Program/Site:		Main Phone Number:		
Address:		City:	State:	Zip:
Website:				

Coordinator of Contracts/MOU's

Name:	Title:
Phone:	Email:

Agency Field Placement Coordinator / Contact

Name:	Title:
Phone:	Email:

Internship Placements

The agency will be able to offer placements to students at the following levels of preparedness. Check all levels that apply and indicate # of students for each.

BASW	MSW Foundation Level	MSW Advanced Level
# of students with previous experience in human services	# of students with previous experience in human services	# of students with previous experience in human services
0-2 years <input style="width: 50px;" type="text"/> 3+ years <input style="width: 50px;" type="text"/>	0-2 years <input style="width: 50px;" type="text"/> 3+ years <input style="width: 50px;" type="text"/>	0-2 years <input style="width: 50px;" type="text"/> 3+ years <input style="width: 50px;" type="text"/>

Please identify the professional social workers (must have an MSW) employed by your agency (regardless of their work site location) who are available, qualified, and willing to provide field instruction to the social work students who will be placed in your agency. Please attach an additional sheet if necessary.

Practicum Instructor Name	Phone	Date Received MSW Degree	Onsite?
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

Note: Field instructors listed on this application must complete the Field Instructor Information Form if they have not done so already.

If there are no professional social workers available, is your agency willing to a) find and sign an agreement with a professional social worker outside your agency to provide on-site field instruction to a student(s) and b) designate a staff person(s) (task supervisor) who will provide daily on-site task supervision and monitoring to the student(s)? Yes No

Preceptor Name	Phone

Agency Profile

- Sector (Check only one) Non-Profit For-Profit Public/Government Educational Institution
- Is your agency able to offer a stipend for students? Yes No
If yes, please check appropriate box: 1st Year 2nd Year BASW MSW
- Does agency require home visits? Yes No
- Does agency require students to have a vehicle for placement related duties? Yes No
- Does the agency require fingerprints and/or background check? Yes No
- Does the agency require health check and/or vaccinations? Yes No
If yes, please specify:
- Does the agency bill for third-party payments including Medi-Cal? Yes No
- Does the agency prefer bilingual students to perform client services? Yes No
If yes, specify language preferred:
- Does the agency offer evening and/or weekend hours for intern placement? Yes No
- Does the agency require an early start for training purposes? Yes No

Note: Students begin placement in late August

Agency Clientele

Check ethnic majority of the agency's client population.

- African American
- Asian/Pacific Islander
- Caucasian
- Latino
- Native American
- Other (Specify)

Check the primary populations served by the agency.

- Children
- Adolescents
- Adult Men
- Adult Women
- Older Adults
- Families
- Couples
- Disabled
- Immigrant
- Lesbian, Gay, Bisexual, Transgender (LGBT)
- Other (Specify)

Agency Practice Areas

- Child Welfare (CPS, foster care, adoptions, etc.)
- Mental Health
- Health or Medical
- School-Based
- Disability or Rehabilitation
- Criminal Justice, Corrections or Probation
- Welfare, Employment Assistance or Social Services

- Cultural or Immigrant Services
- Alcohol, Drug or Substance Abuse
- Aging or Gerontology
- Homelessness or Poverty
- Social Justice
- Victim Services
- Other (Specify)

Agency Internship Learning Activities


Check all areas where the student will gain experience.

- Groups
- Psychosocial Assessment
- Crisis Intervention
- Diagnostic Assessment
- Short Term Intervention
- Long Term Intervention

- Information & Referral
- Community Networking Linkages
- Advocacy
- Case Management
- Inter/Multidisciplinary Meetings
- Discharge Planning

Please email form to sw.practicum@csusb.edu and feel free to reach out if you have any questions on the form or partnership process.

11.12 Practicum Instructor Form

 <p>CALIFORNIA STATE UNIVERSITY SAN BERNARDINO School of Social Work</p>	<p>School of Social Work Practicum Education Program 5500 University Pkwy San Bernardino, CA 92407 Phone:(909)537-5501 http://socialwork.csusb.edu</p>	<p>Practicum Instructor Information Form</p>
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INSTRUCTIONS: This form is to be completed by all Practicum Instructors. If you have Adobe Pro DC, please sign, attach resume, and submit. If your application does not support these options, complete form, SAVE and email as an attachment with your resume to sw.practicum@csusb.edu.

Please complete the following information:

Section 1: Practicum Instructor Contact Information

Last Name:		First Name:		MI:
Agency:				
Program/Site:				
Address:		City:	State:	Zip:
Work Phone:	Alt Phone:		Email:	

Section 2: Education

Institution	Professional Degree	Date Degree Received

Section 3: Other Credentials/Licenses

Please check all that apply. Practicum Instructors are required to have a minimum of 2 years of experience post MSW degree.

LCSW #	Year Received	LMFT	Year Received	ACSW	Year Received
PPSC	Year Received	Other (Please Specify)		Year Received	

Section 4: Social Work Experience

If your resume is attached, skip Section 4 and complete Section 5.

Name and Location of Agency	Position	Dates Worked
Description of Duties/Responsibilities		
Name and Location of Agency	Position	Dates Worked
Description of Duties/Responsibilities		
Name and Location of Agency	Position	Dates Worked
Description of Duties/Responsibilities		

Section 5: BASW/MSW Student Supervisory (Practicum Instructor) Experience

Name and Location of Agency Where Supervised Student		
From which University	# Years	Last Date Supervised
Name and Location of Agency Where Supervised Student		
From which University	# Years	Last Date Supervised
Name and Location of Agency Where Supervised Student		
From which University	# Years	Last Date Supervised
Name and Location of Agency Where Supervised Student		
From which University	# Years	Last Date Supervised

Discuss practice models, theories & techniques you commonly use in your practice

--

Discuss training, teaching style & the activities you will use in working with students

--

Section 6: Practicum Instructor Training

- I have provided practicum instruction to BASW and/or MSW student(s) within the past 5 years.
- I have taken the 8-hour practicum instructor training from an accredited Social Work program within the Southern California Schools of Social Work.

If YES, please list the university and date. [Attach a copy of the Certificate of Completion.](#)

- I have taken the 8-hour practicum instructor training from an accredited Social Work program outside the Southern California Schools of Social Work

If YES, please list the university and date. [Attach a copy of the Certificate of Completion.](#)

Print Last Name: First Name:


Signature: Date:

I understand that by typing my name in the signature field above it will be accepted as my valid signature.

To confirm resume is attached click small arrow in gray scrollbar to the left and click on paperclip symbol. If your application does not support the attached resume option with Adobe Pro, please see instructions on page 1.

Once submitted, you will receive confirmation that your form has been received. If your application does not support the submit option with Adobe Pro, please see instructions on page 1.

11.13 Practicum Contract Initiation Form

 <p>CALIFORNIA STATE UNIVERSITY SAN BERNARDINO School of Social Work</p>	<p>School of Social Work Practicum Education Program 5500 University Parkway San Bernardino, CA 92407 (909) 537-5265 http://socialwork.csusb.edu</p>	<p>Practicum Contract Initiation Form</p>
--	--	--

INSTRUCTIONS: The Practicum Contract Initiation Form is to be completed for all new and renewing agencies partnering with CSUSB School of Social Work. If you have Adobe Pro DC, please complete this form, Attach W9 and Submit. If your application does not support these options, complete form, SAVE and email as an attachment to Jolynne.Morgan@csusb.edu.

Date:

Agency Information

Agency: (Agency Name needs to match name on W9 Form)			
Address:			
City:	State:	Zip:	
Main Phone Number:	Website:		

Agency Practicum Placement Coordinator /Contact for Intern:

Name:	Title:
Email:	Phone:

Contract Coordinator (Not necessarily person signing contract)

Name:	Title:
Email:	Phone:

Authorized Signer of Agency Contracts:

Name:	Title:
Email:	Phone:

To expedite the contract process please attach your W9 for sole purpose of confirming your legal name. We look forward to a continuing partnership!

ATTACH W9

To confirm W9 is attached click small arrow in gray scrollbar to the left and click on paperclip symbol. If your application does not support this option with Adobe Pro DC, please see instructions above.

SUBMIT

Once submitted, you will receive a confirmation that your form has been received. If your application does not support the Submit option with Adobe Pro DC, please see instructions above.

11.14 Practicum Site Recruitment Form

PRACTICUM SITE RECRUITMENT FORM (PSFR)

Date of Visit:
Agency Name:
Contact Name & Title:
Others in Attendance:

Practicum Coordinator:

Agency Classification:

Non-Profit For Profit For Profit contracted with Medi-Care, Medi-Cal (Sliding Scale) LLC
Does agency offer a Stipend Hourly Pay
Is the agency a county contracted facility? Yes No Employment-based Internship (Job Conversion)

About Agency:

Does scope of work include contact with minors? Yes No

1. Practicum Coordinator or Designee will provide overview of the BASW and/or MSW program

- Review mission statement for CSUSB School of Social Work
- Give brief history of CSUSB within the community and the Call for a School of SW
- Review and discuss Advanced Generalist Program

2. Practicum Coordinator or Designee will discuss and educate agency about the BASW/MSW program set up and practicum requirements.

A. Required Hours:

- BASW: 16 hours per week, 240 hours per semester, 480 hours per year Foundation
- MSW: 16 hours per week, 240 hours per semester, 480 hours per year
- Advanced MSW: 20 hours per week, 300 hours per semester, 600 hours per year.
- Pathway Only Students: Due to schedules, students may need to complete internship over longer periods (starting 2nd week in August and interning through 2nd week in May)
 - 1st year MSW: Minimum of 12 hours per week required.
 - 2nd year MSW; Minimum of 16 hours per week required.

B. Days in Practicum:

- M/W (Fridays for MSW Advanced Year) – 8:00am-5:00pm
- T/TH (Fridays for MSW Advanced Year) – 8:00am-5:00pm
- Alternative Schedules (Weekends & evenings)

C. Educational Level & Eligibility for Placement:

Discuss and educate agency on difference between levels and type of students

- BASW vs Foundation Year
- Foundation Year
- Advanced Year

Discuss Generalist Model as framework for SW Program

Eligible for Agency:

- Title IVE
- BASW
- 1st year MSW
- 2nd year MSW
- Pathway

D. Roles & Responsibilities of PI, Preceptor & Task Supervisor

- CSUSB asynchronous online Practicum Instructor Training
- Define roles and expectations of Practicum instructors
- One-hour weekly supervision
- Define role and expectations of Preceptor and Task Supervisor

A. Practicum Coordinator or Designee will discuss and explore the Agency Specific Offerings

- Ask agency representative to discuss and explain the agency focus and mission.
 - Ask agency representative to discuss their perspective on partnering with CSUSB and engaging SW interns.
- How many interns does agency accept each academic year?

What is agency preference for students?

BASW MSW 1st year MSW 2nd year Advanced Standing

- Ask agency contact to describe opportunities for micro, mezzo, and macro to support student learning.

- | | | |
|---|------------------------------|-----------------------------|
| Does agency have previous experience with SW interns? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Does agency have MSW/LCSW available to provide weekly supervision? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Does agency offer alternative schedules? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Does agency have opportunities for students with background issues? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

B. Home Visits & Practicum Learning Goals

Mileage

- Non-Applicable

- | | | |
|---|------------------------------|-----------------------------|
| Will students be required to use their own vehicle? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If yes, how far will they be required to drive <input type="text"/> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Will students be reimbursed for mileage? Yes No
Does agency provide secondary coverage to students' auto insurance when driving as part of their internship? Yes No

Home Visits

- Non-Applicable
- MSW students can make home visits. BASW students can only make home visits with Practicum Instructor, Preceptor, or qualified staff.
 - Home visits can be made IF the agency has a safety, visiting, and training policy in place regarding home visits and has vetted the site being visited, and the student has been appropriately trained and shadowed.
 - At no time can students drive a client in a vehicle on their own, whether in a county or personal vehicle. Students can be with another staff member who is escorting a client, but the student cannot have responsibility for any transport.
- Student Learner Role
- Shadow/Reverse Shadow

5. Review CSUSB placement and matching process

Southern California Consortium-Schools of SW agreed upon date for referrals

- Discuss CSUSB match process during field placement interviews
 - Referrals are made late February through end of May
 - 1st year & BASW are referred to 1 agency
 - Advanced year is referred to 2 agencies
 - Referrals by email
 - Students to contact agency to set up interview
 - Interview Confirmation Form (Accept and/or feedback about denial)
 - Stress intentionality of being selective to ensure a good fit for agency

Discuss Agency process for interview and field placement
When does Agency typically make final decisions about taking intern?

5. Practicum Coordinator or Designee will discuss and explore the Agency's On-boarding Process

Background Checks/Clearances

What does agency require?

Does agency pay for clearance? Yes No

If student pays, what is the approximate cost?

Does agency require covid vaccination or boosters? Yes No

Preliminary Trainings & Orientation

Does agency have Pre-onboarding prior to start date? Yes No

If yes, how many days/hours does this process take?

If yes, how early will interns need to start?

- Review CSUSB Orientation Checklist for Social Work Interns (Attached)
- Discuss importance of detailed Agency Orientation
 - Agency Overview
 - Agency Safety & Emergency Protocol Training

- Agency Policies and Procedures
- Practicum Instructor & Student Responsibilities
- Agency Specific Documentation Training

7. Check off agency primary areas of classification Classifications

- Aging/Gerontological
- Addiction/Substance Abuse
- Child Welfare/Family & Group Services
- Community Planning
- Corrections/Criminal Justice
- Developmental/Physical Disabilities
- LGBTQI+MH & CM Support
- Macro/Advocacy/Policy
- Medical
- Mental Health or Community Mental Health
- Public Assistance/Public Welfare
- School Based
- Other

8. Answer any final questions for agency

Agency Acceptance:

- Accept Agency
- Waiver requested for Non-MSW Practicum Instructor (approval needed by PD)
- Decline Agency

9. Agency Acceptance Forms

- Agency Application
- Practicum Instructor Form
- Contract Initiation Form
- Sample Learning Site Agreement

Forms sent on by

See Below: CSUSB Orientation Checklist for Social Work Interns



Orientation Checklist for Social Work Interns

The Student Orientation Checklist: A Critical Beginning to Practicum Placement

Student: *[Student Name]*

Practicum Instructor: *[Practicum Instructor Name]*

Faculty Liaison: *[Faculty Liaison Name]*

Your BASW or MSW student will soon be arriving at your agency. We understand that, with your many responsibilities and competing demands, preparing for their arrival can feel like an added task. To support you, we have developed this form as a practical tool to help ensure that essential details are in place—such as preparing a dedicated workspace and planning how to integrate the student into your team.

This required form helps ensure that each student gains a clear understanding of your agency, as well as the expectations you and the School of Social Work have for them in their role as an intern.

One of the most pivotal learning experiences for a new practicum student is a thorough agency orientation. Our experience shows that a well-planned and organized orientation during the first few days or weeks of placement is invaluable. It allows the student to:

- Learn about the agency's operations, functions, and policies
- Observe their practicum instructor and other staff in daily practice
- Reduce anxiety and nervousness about starting a new experience
- Receive training in all safety policies and procedures relevant to their role

It is important to provide both a general orientation of the agency as a whole and a more detailed introduction to the specific unit or program area in which the student will be placed.

Academic-year placements may begin anytime between August and October. Orientation activities are expected to begin immediately and be completed within the first five weeks of the placement period. Once the orientation checklist has been reviewed, the student and practicum instructor will sign the document to verify completion, and the liaison will sign to confirm the form has been submitted.

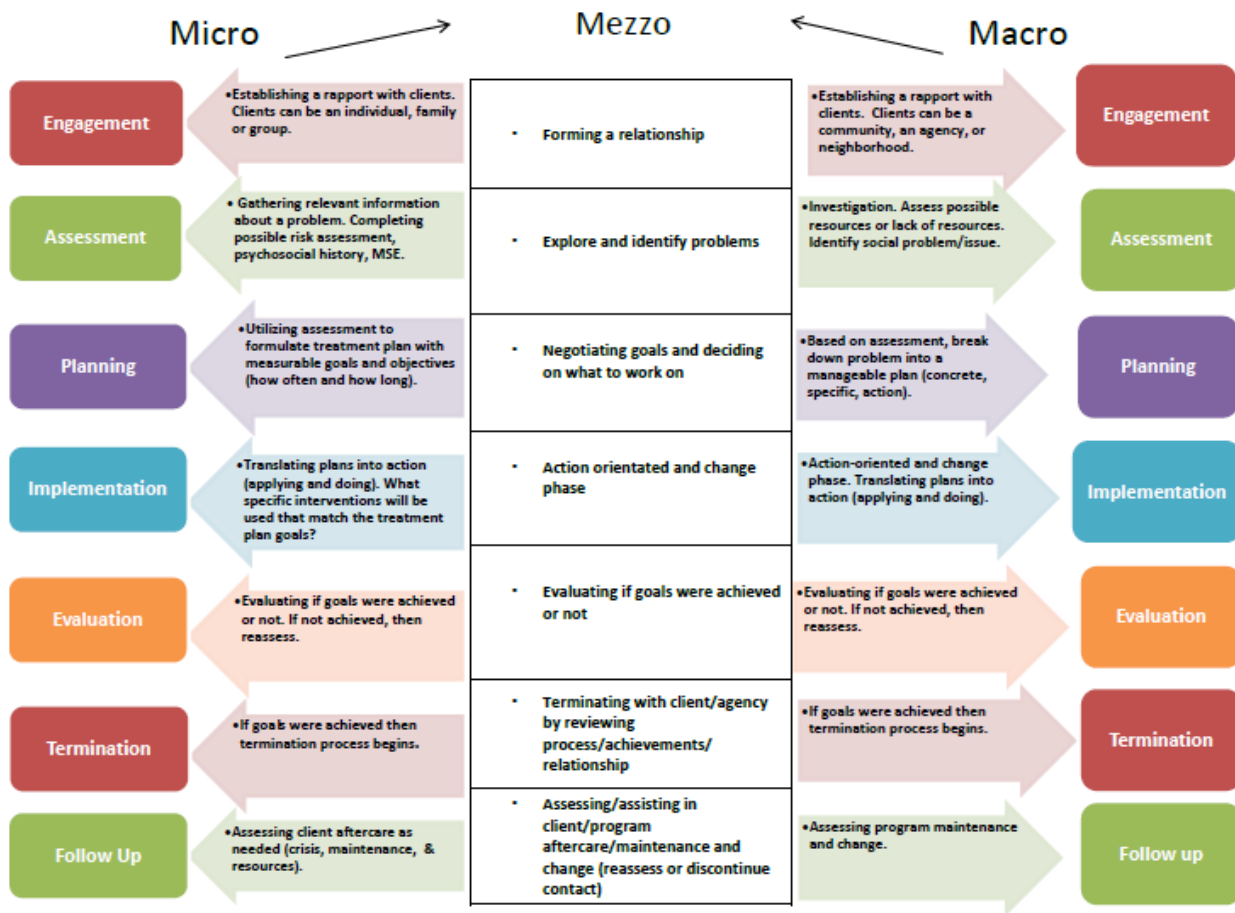
Each checklist item includes two options: **Yes**—meaning the item was reviewed and applies to the agency, or **N/A**—meaning the item was reviewed but does not apply. For example, if your agency does not conduct home visits, you would select “N/A.”

The following items have been reviewed:

Agency Overview

- ✓ Review Agency Vision and Mission/Purpose Statement
- ✓ Tour of Agency
- ✓ Introductions to colleagues, support staff, and administration
- ✓ Review Organizational Structure
- ✓ Review the role of the agency in relation to the community and its resources

Generalist Intervention Model



Rev 04/2023 jm

Adapted from GIM Stages (Kirst-Ashman & Hull, 2006)

11.15 Learning Site Agreement



LEARNING SITE AGREEMENT

This *Learning Site Agreement* ("Agreement") is entered into by and between the Trustees of the California State University (CSU) on behalf of California State University, San Bernardino ("University" or "CSUSB") principally located at 5500 University Parkway, San Bernardino, CA 92407

and _____ (Legal Entity Name)

located at _____

BACKGROUND: The University Procurement & Contracts Department is requested to execute a substantial number of Learning Site Agreements annually. This Learning Site Agreement is intended to streamline the process by authorizing campus departments to place students at sites where a standardized agreement, containing required general terms and conditions, is already executed and in force. Where neither party requires the standard contract language be modified by additions or deletions, students may be placed without further action from Procurement & Contracts. Program specific requirements not explicitly addressed in this agreement do not automatically necessitate the execution of a supplemental agreement. For example, implicit program administrative requirements, which do not affect the substantive rights of the parties, do not require an amendment or supplemental agreement. Only modifications, which materially change the rights or obligations of the parties, or any revision to, or deviation from, the General Provisions, require both parties authorized signatories to execute an amendment or supplemental agreement.

PURPOSE: University offers degree, certificate, or class specific programs in a wide variety of disciplines, which are academically enhanced by practical experiences outside of the traditional classroom setting. The term "University Program", includes any college, school, academic or administrative department located at CSUSB or CSUSB-PDC (Palm Desert Campus), governed by the Trustees of the California State University which may offer programs involving practical experience outside the classroom. In order for specific University programs to place students with a Learning Site, a valid Learning Site Agreement must be in place. Execution of a Learning Site Agreement does not automatically grant University the right to place students with Learning Site at any time or place it desires, nor does it promise or ensure that students will be placed at Learning Site. Placement of students at a Learning Site is at the sole discretion of individual University programs so long as Learning Site is willing and able to accommodate students for the requested duration. Prior to any placement, both the specific University program and Learning Site must mutually agree in writing prior to placement, to the scope of the engagement and to any additional program specific requirements not specified herein.

SCOPE: This agreement is intended to cover *Service Learning, Internships, Field Practicums* and any substantially similar program where University places students with an outside entity as part of his or her educational requirements. Each University program is required to maintain program specific standards, tools and goals, which must be communicated with Learning Site prior to placement of students. These requirements may include, but not be limited to risk assessments and site vetting which may or may not include a site visit; and creation of a program specific Learning Plan. This agreement does not delineate any of these responsibilities. Individual programs are required to develop, maintain, and communicate, as necessary, any additional requirements to Learning Site. Specific program requirements may be incorporated into this agreement by reference as necessary, or from time to time by addendum, upon the request of University Program or Learning Site.

In consideration of the mutual promises and conditions set forth below, the University and the Learning Site agree as follows:

I. RIGHTS AND OBLIGATIONS

A. Program Activities

1. The Learning Site will provide the University's student(s) with a student-focused learning experience in keeping with the student(s) and the University's learning objectives and goals.
2. The Learning Site and the University will meet as necessary to facilitate a mutually beneficial experience for all parties involved, or at the request of any of the parties.
3. The University and the Learning Site shall mutually agree to maximum number of students assigned to the Learning Site at any one time for experience in any given semester prior to the student(s) arrival at the Learning Site.
4. The length of the time the student(s) will be assigned to the Learning Site shall be mutually agreed to prior to the student(s) arrival at the Learning Site.

5. The University will work closely with the Learning Site to meet the expectations and priorities of the Learning Site as well as the student(s) outcomes.

B. Conflict Resolution and Discipline

1. The Learning Site and the University will meet upon request or as necessary to resolve any potential conflicts and to facilitate a mutually beneficial experience for all involved.
2. The Learning Site may dismiss a student without notice if the student violates its standards, mission or goals. The Learning Site will document its rationale for terminating a student and provide the University with a copy of the rationale upon request.
3. The University reserves the right to withdraw students at any time from a Learning Site without notice.

C. Learning Site's Responsibilities

1. Identify the student's field instructor (supervisor) who satisfies the University' requirements for this role. The field instructor agrees to meet with the student regularly to facilitate the student's learning experience, provide support, review progress on assigned tasks, verify service hours (if required) and give feedback.
2. Provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Learning Site's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; and information detailing where students check-in and how they log their time.
3. Provide each student with a written description of the student's tasks and responsibilities.
4. Provide appropriate training, equipment, materials and work area for students prior to students performing assigned tasks or working with the Learning Site's clients.
5. Evaluate the quality of student performance in accordance with any program specific requirements mutually agreed to and provided by the University in advance of student(s) arrival.
6. Contact the University if the student fails to perform assigned tasks, engages in misconduct, or does not meet the Learning Site's expectations for any reason.
7. Notify the University as soon as is reasonably possible of any injury or illness to a student participating in a learning activity at the Learning Site.
8. Learning Site retains professional and administrative responsibility for all activity at Learning Site.

D. University's Responsibilities

1. The University will advise the student(s) of their responsibility to:
 - a. Participate in all training required by the Learning Site.
 - b. Exhibit professional, ethical and appropriate behavior when at the Learning Site.
 - c. Complete all assigned tasks and responsibilities in a timely and efficient manner.
 - d. Abide by the Learning Site's rules and standards of conduct.
 - e. Maintain the confidentiality of the Learning Site's proprietary information, records and information concerning its clients.

II. GENERAL PROVISIONS

- A. Term of Agreement** - The term of this Agreement shall begin when fully executed and shall continue for five (5) years from the date of the last signature. Unless otherwise prohibited by law, it shall automatically renew indefinitely (if not terminated sooner in accordance with the termination provisions provided herein) for additional five (5) year terms under the same terms and conditions. Agreements subject to California Education Code Section 17596 shall not exceed five years in total.

BY CHECKING THE FOLLOWING BOX, LEARNING SITE MAY ELECT TO PROVIDE ADVANCE NOTICE OF TERMINATION. ACCORDINGLY, UPON COMPLETION OF THE INITIAL FIVE (5) YEAR TERM THIS AGREEMENT WILL NOT AUTOMATICALLY RENEW

- B. Termination** - Either Party may terminate this agreement with thirty (30) days advance written notice. If either Party terminates prior to the completion of an academic semester, all students enrolled at the time of notification must be allowed to continue their placement until the conclusion of the current academic semester, unless Learning Site has determined that immediate termination is necessary due to student's material breach of a provision of this Agreement or where otherwise necessary to protect the privacy and/or well-being of Learning Site's clients/patients and/or maintain its operation free of disruption.

C. Relationship of Parties – Learning Site (including its employees and agents) shall act in an independent capacity and not as officers, employees or agents of CSU or University. Nothing in this Agreement shall be construed to constitute a partnership, joint venture or any other relationship other than that of independent contractors.

D. Indemnification

1. University shall defend, indemnify and hold Learning Site, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officers, agents, or employees.
2. Learning Site shall defend, indemnify and hold University, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Learning Site, its officers, agents, or employees.

E. Insurance

1. Each Party shall, at its own cost and expense, maintain general liability insurance, comprehensive or commercial form, with a minimum limit of \$2,000,000 for each occurrence and \$4,000,000 general aggregate. If Learning Site offers medical or professional services, Learning Site shall also carry professional liability (or errors and omissions) coverage with the same minimum limits. Each Party shall maintain Workers' compensation insurance as required by law. Insurance must be placed with insurers with a current A.M. Best rating of at least A: VII.
2. The California State University system has elected to be insured for its General Liability exposure through the self-insured CSU Risk Management Authority.
3. The State of California has elected to be self-insured for its vehicle liability and Workers' Compensation and property exposures. As a State agency, the California State University, Office of the Chancellor, the Trustees, and the CSU system of campuses are included in this self-insured program.
4. Notwithstanding anything to the contrary in Subsection E.1, Learning Site may maintain a self-insurance program for all or any part of the foregoing liability risks, provided such self-insurance in all material respects complies with the requirements set forth herein.
 - a. If self-insured Learning Site, upon request, shall furnish University with a Certificate of Self-Insurance Coverage or other suitable document indicating that the self-funded retention levels maintained for each liability program meet or exceed the minimum insurance limits required under this agreement.
5. The General Liability coverage referred to hereunder by each Party shall include the respective Party as an additional insured. Such a provision, however, shall only apply in proportion to and to the extent of the negligent acts or omissions of the Parties, their officers, agents and/or employees.
6. University shall arrange for students to be covered by an insurance policy providing general and professional liability with limits of \$2,000,000 each occurrence and \$4,000,000 general aggregate under either the Student Academic Field Experience for Credit Liability Insurance Program (SAFECLIP), or the Student Professional Liability Insurance Program (SPLIP).
 - a. Student Academic Field Experience for Credit Liability Insurance Program (SAFECLIP) provides general and professional liability coverage for students enrolled in service-learning course sections for which they receive academic credit. In essence, the program provides indemnity, including legal defense costs for students, faculty, campus and host institution (when required by contract/agreement), if there is a claim or lawsuit involving injury to others or damage to property in connection with service learning and other academic fieldwork experiences.
 - b. Student Professional Liability Insurance Program (SPLIP) provides general and professional liability coverage as well as educator's errors & omissions liability coverage for students enrolled in nursing, allied health, social work or education credential programs of the CSU who also perform community service or volunteer work for academic credit.

F. Status of Students - Students shall at no time throughout this agreement be considered officers, employees, agents or volunteers of either the University or Learning Site.

G. Confidentiality of Student Information – University student records shall remain confidential as required by the Family Educational Rights and Privacy Act (FERPA). Neither Party shall release any protected student information without written consent of the student, unless required to do so by law or as dictated by the terms of this Agreement.

- H. Health Testing** – If Learning Site requires a health history or testing (tuberculosis testing, current immunizations, flu shot, etc.) for students prior to placement, students shall provide proof of satisfactory health history directly to Learning Site.
- I. Background Check/Finger-Printing** - If Learning Site requires University’s students to undergo a background check or fingerprinting prior to placement, University students shall coordinate the results directly with Learning Site.
- J. Governing Law** – This Agreement shall be construed in accordance with and governed by the laws of the State of California, except where superseded by federal law.
- K. Endorsement** - Nothing contained in this Agreement shall confer on any party the right to use the other party’s name as an endorsement of a product or service, or to advertise, promote or market any product or service.
- L. Assignments** - This Agreement is not assignable in whole or in part by either Party.
- M. Fair Labor Standards Act and Displacement of Organization Employees** – It is not the intention of this Agreement for students to perform services that would displace or replace regular employees of Learning Site.
- N. Confidentiality of Medical Records (HIPAA)** – *[Applicable to clinical/medical placements only]* All of Learning Site’s medical records and charts created in connection with Clinical Training shall be and shall remain the property of Learning Site. For purposes of this Agreement and patient confidentiality under the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), Students shall be considered to be members of Learning Site’s “Workforce,” as defined at 45 Code of Federal Regulations (C.F.R.) §160.103.
- In the course of Clinical Training at Learning Site, Students may have access to Protected Health Information, as defined at 45 C.F.R. §160.103, and shall be subject to Learning Site’s HIPAA Privacy and Security policies and procedures. Students may be required to participate in training related to Learning Site’s HIPAA Privacy and Security policies and procedures.
- The Parties agree that University is not a “business associate” of Learning Site under HIPAA. University will not be performing or assisting in the performance of covered HIPAA functions on behalf of Learning Site. There will be no exchange of individually identifiable protected health information between University and Learning Site.
- O. Locations** – If Learning Site operates more than one location capable of accepting student interns, and unless otherwise prohibited by policy or law, all locations under Learning Site’s management or control will be covered by the terms of this Agreement. As such, the terms of this agreement shall flow down to any agency, department, etc. under the jurisdiction of the executing body without execution of a separate agreement.
- P. Nondiscrimination** – Neither Party shall discriminate unlawfully against any student in placement or continuation in a fieldwork program, nor shall they discriminate unlawfully against any employee or applicant for employment.
- Q. Severability** - If any provision of this agreement is held invalid by any law, rule, order of regulation of any government, or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.
- R. Notices** – Any notices required by this Agreement will be deemed to have been duly given if sent by overnight delivery or by certified mail with return receipt requested to the correct addresses. Additionally, notices by Email will be considered legal notice if such communications include the following text in the Subject field: FORMAL LEGAL NOTICE – [insert, as the case may be: Learning Site name or CSUSB].
- S. Program Contacts (Optional)** – The below listed program contacts (if any) may have administrative oversight of educational programs related to this agreement. These individuals should be contacted for program administrative matters only. All contractual matters must be communicated, in writing, to the authorized signatories.

California State University, San Bernardino:
 Rachel Allinson
(University Program Contact/Name)
 Director of Practicum Education
Title
 rallinson@csusb.edu
Email
 909.537.5568
Phone

Learning Site:

(Learning Site Contact)

Title

Email

Phone

11.16 Orientation Checklist



Orientation Checklist for Social Work Interns



The Student Orientation Checklist: A Critical Beginning to Practicum Placement

Student: *[Student Name]*
Practicum Instructor: *[Practicum Instructor Name]*
Faculty Liaison: *[Faculty Liaison Name]*

Your BASW or MSW student will soon be arriving at your agency. We understand that, with your many responsibilities and competing demands, preparing for their arrival can feel like an added task. To support you, we have developed this form as a practical tool to help ensure that essential details are in place—such as preparing a dedicated workspace and planning how to integrate the student into your team.

This required form helps ensure that each student gains a clear understanding of your agency, as well as the expectations you and the School of Social Work have for them in their role as an intern.

One of the most pivotal learning experiences for a new practicum student is a thorough agency orientation. Our experience shows that a well-planned and organized orientation during the first few days or weeks of placement is invaluable. It allows the student to:

- Learn about the agency's operations, functions, and policies
- Observe their practicum instructor and other staff in daily practice
- Reduce anxiety and nervousness about starting a new experience
- Receive training in all safety policies and procedures relevant to their role

It is important to provide both a general orientation of the agency as a whole and a more detailed introduction to the specific unit or program area in which the student will be placed.

Academic-year placements may begin anytime between August and October. Orientation activities are expected to begin immediately and be completed within the first five weeks of the placement period. Once the orientation checklist has been reviewed, the student and practicum instructor will sign the document to verify completion, and the liaison will sign to confirm the form has been submitted.

Each checklist item includes two options: **Yes**—meaning the item was reviewed and applies to the agency, or **N/A**—meaning the item was reviewed but does not apply. For example, if your agency does not conduct home visits, you would select "N/A."

The following items have been reviewed:

Agency Overview

- Review Agency Vision and Mission/Purpose Statement
- Tour of Agency
- Introductions to colleagues, support staff, and administration
- Review Organizational Structure
- Review the role of the agency in relation to the community and its resources
- Review security and/or safety procedures and protocol

Agency Policies and Procedures

- Review agency emergency protocol
- Review client emergency protocol
- Review child or elder abuse reporting protocol
- Review practicum schedule, including lunch, breaks, holidays, and winter intersession
- Review agency policy regarding harassment
- Review agency policy regarding discrimination
- Review agency policy regarding the Americans with Disabilities Act
- Review agency policy regarding OSHA
- Review office procedures, supplies, and provisions
- Review home visit training and safety policy (BASW students cannot complete home visits independently.)
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review agency, department, and/or unit meeting schedule
- Review client record/charting policies and procedures
- Review forms for documentation/accountability
- Review regulations regarding confidentiality, release of information, and use of electronic data bases (Cyber Security) etc.
- Review client fee/payment schedule
- Review information/referral policy

University Policies and Procedures

- Student are not allowed to transport clients under any circumstances. Students can accompany a staff member but not be the primary driver.
- Vacations are not permitted during the practicum schedule.
- Student must comply with start and end dates for practicum as listed in the School of Social Work Calendar

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Orientation Checklist

- Review expectations for supervision and schedule
- Review educationally based process recording schedule
- Review use of preceptor (if applicable)
- Review plan for diversity/multi-cultural experiences
- Review plan for monitoring of student hours (by both field instructor and student)
- Review agency training or staff development opportunities
- Review student's personal safety issues and concerns, and strategies to deal with them

Student Signature: [Click to sign Completed Document](#)

Practicum Instructor Signature: [Click to sign Completed Document](#)

Faculty Liaison Signature: [Click to sign Completed Document](#)

CLOSE

SAVE

[Printable Version](#)