
California State University, Stanislaus

Department of Social Work



Field Practicum Manual Revised April 2011

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I. Introduction

The Master of Social Work Program prepares you for graduate level practice in social work. Because the MSW program is preparatory for practice, the required practicum experience provides you with the opportunity to apply knowledge and skills covered in the classroom. It is in the practicum where you have an opportunity to apply skills and critically reflect on the use of self in the helping relationship.

To foster success, the practicum expects teamwork and collaboration between you, field supervisors, faculty liaisons, agencies, and the field practicum program. This field manual serves as a roadmap and a structure to guide participants towards a successful experience. It serves as a course syllabus and structured framework for students, supervisors, and faculty liaisons.

You are expected to read and adhere to the policies and procedures presented in this manual.

MISSION

The Master of Social Work Program at California State University, Stanislaus prepares social workers to advance social justice. This education is committed to social change based on an analysis of social, political and economic structures and their impact. This teaching and learning environment enables faculty, students and graduates to collaborate with others to transform the conditions which contribute to privilege and oppression. Graduates are prepared to use an advanced integrative practice approach to work with individuals, families and communities to promote personal and collective liberation.

GOALS

To achieve its mission, the Social Work Program strives to:

Prepare professional social workers to engage with diverse populations in a process of critical reflection and action to address oppression and promote social justice.

Prepare professional social workers to engage in the struggle to understand and transform their biases.

Prepare social workers to use an integrative practice framework for multi-system interventions guided by ethics and informed by research.

Prepare professional social workers to assume leadership roles in meeting the social service needs of the region.

Create a learning environment based on principles of social justice where faculty and students participate in the development of knowledge that contributes to improving the social conditions in the region.

Create partnerships with community constituents based on principles of social justice that allow faculty and students to participate, both as leaders and learners, in the development of social work knowledge and service delivery systems.

Program Objectives

FOUNDATION

Graduate social workers who:

1. Apply critical thinking skills to professional social work practice.
2. Understand and are guided by the values and ethics of the profession.
3. Demonstrate the ability to practice without discrimination and with respect, knowledge, and skills related to diverse client populations.
4. Advocate for social justice by understanding and working to expose paradigms of oppression and discrimination and those mechanisms and structures that serve those paradigms.

5. Understand the history of social work profession and utilize this knowledge as a context for understanding and addressing current practice issues.
6. Engage clients to assess and intervene at all system levels using a generalist perspective that incorporates client strengths.
7. Apply theoretical frameworks supported by research to understand individual development and behavior across the life span, between individuals, families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies and understand the integral relationship between policy and practice.
9. Use research to inform and continually update and evaluate practice.
10. Use supervision, consultation and continuing education to strengthen practice.
11. Understand and operate within organizational structures and service delivery systems and seek necessary change.
12. Use communication skills differentially across client populations, colleagues, and communities.
13. Carry out critical self-analysis and self evaluation.

ADVANCED

Graduate social workers who:

14. Engage in autonomous practice that is highly differentiated, discriminating, ethical, and self-critical using the integrative practice approach.
15. Apply and promote paradigms of social and economic justice and liberation to continually advance the larger social work profession and refine the quality of their own practice.
16. Demonstrate a spirit of inquiry that is characterized by curiosity and a motivation to learn about others whose lives are different from one's own and the strengths utilized by those individuals and groups.

Definition of Integrative Practice

Integrative practice involves applying knowledge, skills and values from five conceptual frameworks to multiple practice approaches. Understanding the complex nature of social issues, the practitioner using an integrative practice approach strives to develop an intervention strategy that simultaneously addresses issues on multiple system levels. While drawing on the various practices approaches, the practitioner formulates an intervention strategy built on empirically grounded change factors. A core goal of the practice is to advance social justice.

**Field Practicum I
Foundation Practicum
Social Work 5040**

CATALOGUE DESCRIPTION:

The field practicum provides supervised experience affording first year graduate social work students the opportunity to apply and develop professional practice skills. Prerequisite: admission to the MSW program.

COURSE DESCRIPTION:

Field practicum is a central component of social work education. The practicum provides comprehensive supervised practice experience, which consolidates content presented in the classroom. The practicum provides students with the opportunity to apply foundation knowledge, skills, values and ethics, and practice skills to enhance the well being of people and ameliorate environmental conditions that adversely affect people. It is essential for professional development that social work students demonstrate knowledge, values and skills of social work practice within the context of the practicum.

Practicum placements provide students with a range of learning assignments encompassing areas of social work practice. The practicum is a supervised experience affording students the opportunity to develop a range of professional practice skills and to evaluate the effectiveness of their interventions. The practicum requires students to demonstrate knowledge, skills, and values derived from the total curriculum.

The first year field practicum emphasizes the development of foundation social work practice grounded in a generalist model. Practicum experiences emphasize:

During the first year practicum students are expected to have social work practice experience with individuals, families, small groups, organizations, and communities. Particular emphasis is on underserved, at risk populations, special populations and minority populations.

GRADING

The Field Courses are graded on a Credit/No-Credit basis. Further elaboration on the grading process is described later in the Field Manual.

Foundation Learning Objectives SW5040

1. Demonstrates understanding and adherence to social work values and ethics, and is aware of his or her biases.
2. Apply critical thinking skills within the context of practice.
3. Demonstrates the ability to practice without discrimination and with sensitivity and respect for multicultural issues, race, gender, sexual orientation, religious orientation, and disability.

4. Using a generalist perspective, demonstrate an ability to engage clients and develop multi-system assessments that integrate biological social and psychological factors, incorporates client's strengths, and is sensitive to social justice.
5. From an empowerment person-in-environment perspective, demonstrate an ability to plan and implement multi-system interventions that includes consideration of issues of diversity
6. Demonstrate an understanding of the social service organizational structures and identify where organizational change may be indicated
7. Demonstrate the use of oral and written communication skills that is organized, coherent, strength-based, and is consistent with the agency setting and profession.
8. Able to use collaborative skills in working with other human service professionals across agency systems
9. Demonstrate an ability to analyze policy, policy development, and understand its relationship to practice (#9)
10. Demonstrate ability to examine his or her practice and uses research to inform and update practice (#10)
11. Demonstrate an ability to self-reflect and use supervision and consultation
12. Understands and recognizes issues of oppression, social justice, and discrimination

Field Practicum II
Advanced Practicum
Social Work 5041

CATALOGUE DESCRIPTION

This course is the advanced field practicum offering supervised experience in a social service agency setting. The second year practicum prepares students for advanced practice and builds on the foundation skills achieved during the first practicum. Prerequisite: Completion of SW 5040.

COURSE DESCRIPTION

The advanced field practicum provides students with comprehensive supervised practice experiences that relate to their concentration. The advanced practicum provides students with the opportunity to apply advanced knowledge, skills, values and ethics consistent with integrative social work practice. Students are required to demonstrate advanced practice skills, knowledge, and values consistent with agency and professional standards.

Students are expected to handle more complex assignments allowing for increased insight and understanding of advanced social work practice as it relates to the agency, to interagency collaborative linkages, and to the broader community. The advanced practicum provides students with the opportunity to develop and enhance a range of professional practice skills and to evaluate the effectiveness of their interventions.

During the advanced practicum students carry out assignments emphasizing social work practice with individuals, families, small groups, organizations, and communities. The practicum site and assignments are expected to be consistent with the student's concentration. Particular emphasis is on students gaining experience in working with under served populations, at-risk populations, and culturally diverse populations.

GRADING

The Field Courses are graded on a CR/NC basis. Further elaboration on the grading process is in the Field Manual.

Advanced Learning Objectives SW5041

1. Demonstrates understanding and adherence to social work values and ethics.
2. Demonstrate ability to complete an assessment using an integrative practice framework.
3. Identify and use a variety of practice interventions strategies and demonstrate the ability to adapt intervention strategies for specific populations based on client needs (PG 14, 15, 16).
4. Collaborate with clients to develop their goals and evaluate their progress.
5. Understand and apply the DSM as it relates to agency practice (PG 14).

6. Demonstrate self-awareness regarding how biases, attitudes, power, authority, and values, particularly with respect to people of color, mentally ill, developmentally disabled, gays and lesbians, incarcerated offenders, and the elderly, impact their interaction with clients (PG 14 & 15).
7. Demonstrate an ability to advocate and collaborate with larger systems and communities to foster social change, identify community assets, facilitate the development of resources, promote social and economic justice, and support client goals.
8. Demonstrate ability to understand and analyze the agency's complex organizational dynamics, including funding, mission, culture, structure, functions, and policies as they relate to social and economic justice, and the population served (PG 14, 16).
9. Demonstrate ability to use self-evaluation using client feedback and appropriate research methods to evaluate practice and to assess and analyze the agency's methods of determining program effectiveness (PG 15).
10. Demonstrate effective oral and written communication skills as they relate to agency practice (PG 14, 15).
11. Demonstrate an understanding and capacity to analyze the of the development, implementation and changing of agency policies and services as defined in law and regulation regarding the agency's services, including how they relate to social and economic justice, and how they impact the population served.
12. Demonstrate the ability to appropriately prepare for and utilize supervision as a means to organize their own approach to practice (PG 14, 15).

II. Master of Social Work Curriculum

During the first year, the MSW program curriculum provides a generalist perspective on social work practice with an emphasis on empowerment and strength-based models of practice. This practice approach uses a broad holistic perspective that encompasses all systems relevant to the presenting concerns. During the second year students learn about the advanced “integrative model” of social work practice. This, too, represents a comprehensive perspective on practice and incorporates interventions at all system levels.

A. Professional Foundation Curriculum

The foundation curriculum includes:

- values and ethics
- diversity
- promotion of social and economic justice
- populations-at-risk
- rural and urban issues
- collaboration
- human behavior and the social environment
- social welfare policy and services
- social work practice
- research
- field practicum

The first year foundation generalist curriculum provides the basic social work knowledge, values and skills that are transferable across social work practice settings. It provides knowledge and practicum experience at all system levels including individual, family, groups, organizations and communities.

The ethics, values, and historical roots of the social work profession are taught in foundation courses. A professional social work identity and an understanding of practice in a social context are taught through the history, ethics, and social goals of the profession. The educational experience is designed to help students become aware of values and to appreciate the relationship of personal values to professional values and identity. The MSW program expects students to understand that professional practice requires respect and acceptance of people regardless of culture, class, orientation or origin. During the course of this program of study students will make the transformation from "doing social work" to "being social workers."

During the first year of the foundation curriculum students will learn the basic steps of the helping process including assessment, planning, implementing intervention plans, terminating, and evaluating one's practice. Students will learn necessary oral and written communication skills including interviewing, listening, conveying and receiving sensitive information. In addition, students will learn to be appropriate and sensitive to cross-cultural communication, and to work with community and organizational representatives.

Cross cultural competence is an important part of social work practice. Foundation curriculum courses and field practicum assignments provide content and experience to help in the development of an understanding of attitudes and behaviors in relation to people from different backgrounds and cultures. Course and practicum assignments help to develop an

appreciation and acceptance of people regardless of race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, or national origin.

Consideration and assessment of social and economic fairness and justice is an essential part of social work practice. Competent practice calls for the assessment of the effects of oppression, discrimination, and lack of access.

B. Foundation Course Sequence for 2 & 3 year program (Does not include elective courses).

FIRST SEMESTER					
Two Year Program			Three Year Program		
Course #	Course Title		Course #	Course Title	
SW5001	Social Welfare Policy and Services for Social Justice I		SW5001	Social Welfare Policy and Services for Social Justice I	
SW5005	Human Behavior and the Social Environment I		SW5005	Human Behavior and the Social Environment I	
SW5020	Social Work Research Methods		SW5030	Foundation I: Generalist SW Practice Using a Strengths Perspective	
SW5030	Foundation I: Generalist SW Practice Using a Strengths Perspective		SW5040	Field Instruction I (Practicum)	
SW5040	Field Instruction I (Practicum)				
SECOND SEMESTER					
Two Year Program			Three Year Program		
Course #	Course Title		Course #	Course Title	
SW5010	Human Behavior and the Social Environment II		SW5010	Human Behavior and the Social Environment II	
SW5031	Foundation II: Generalist SW Practice Using a Strengths Perspective		SW5031	Foundation II: Generalist SW Practice Using a Strengths Perspective	
SW5050	Social Work Research, Data Analysis		SW5040	Field Instruction I (Practicum)	
SW5040	Field Instruction I (Practicum)				
SUMMER SESSION					
Two Year Program			Three Year Program		
Course #	Course Title		Course #	Course Title	
	Electives			Electives	
THIRD SEMESTER					
Two Year Program			Three Year Program		
Course #	Course Title		Course #	Course Title	
			SW5020	Social Work Research Methods	
FOURTH SEMESTER					
Two Year Program			Three Year Program		
Course #	Course Title		Course #	Course Title	
			SW5050	Social Work Research Data Analysis	

C. Advanced Concentration Curriculum

The MSW program offers one concentration in social work practice conceptualized as the integrative practice approach to social work practice.

D. Advanced Concentration: Integrative Practice

The MSW program prepares students to use an integrative approach to practice. The advanced practice integrative approach builds on the foundation generalist practice model. The integrative approach seeks to promote a collaborative, multi-agency and interdisciplinary approach to comprehensive service delivery and social work practice with an emphasis on social justice.

At the cornerstone of the mission is the advanced Social Work Integrative Practice curriculum that encompasses solution-focused narrative; cognitive-behavioral, family-centered, and bio-psycho-social approaches to work with individuals and families; and the commitment to the promotion of personal and collective liberation. In the advanced year of the Master's of Social Work program, students are exposed to the complex nature of social issues while striving to develop interventions and strategies for change that are multi-systemic. The conceptual frameworks that overarch the advanced year and the Integrative Practice Approach are: Empowerment Theory, Strengths Perspective, Multiple Systemic Interventions, Cross Cultural Perspective, Distributive Justice, and Specific Practice Approaches.

Within the Advanced Integrative Practice curriculum, students are able to focus on various specialty areas of social work through selection of advanced elective courses, including mental health, child welfare, and aging.

E. Advanced Course sequence for 2 & 3 year program (Does not include elective courses).

THIRD SEMESTER					
Two Year Program			Three Year Program		
Course #	Course Title		Course #	Course Title	
SW5002	Social Welfare Policy and Services for Social Justice II		SW5002	Social Welfare Policy and Services for Social Justice II	
SW5032	Advanced Integrative Practice with Children, Adults, and Families		SW5032	Advanced Integrative Practice with Children, Adults, and Families	
SW5041	Field Instruction (Practicum)		SW5041	Field Instruction (Practicum)	
SW5990 or SW5960	Thesis or Graduate Project				
SW5991	Capstone Course				
FOURTH SEMESTER					
Two Year Program			Three Year Program		
Course #	Course Title		Course #	Course Title	
SW5033	Advanced Integrative Practice with Groups		SW5033	Advanced Integrative Practice with Groups	
SW5034	Advanced Integrative Practice with Community and Organizations		SW5034	Advanced Integrative Practice with Community and Organizations	
SW5041	Field Instruction		SW5041	Field Instruction	
SW5990 or SW5960	Thesis or Graduate Project				

	SW5991	Capstone Course			
FIFTH SEMESTER			SIXTH SEMESTER		
Three Year Program			Three Year Program		
	Course #	Course Title		Course #	Course Title
	SW5002	Social Welfare Policy and Services for Social Justice II		SW5990 or SW5960	Thesis or Graduate Project
	SW5990 or SW5960	Thesis or Graduate Project		SW5991	Capstone Course
	SW5991	Capstone Course			

III. Field Practicum

A. Purpose of the Field Practicum

The field practicum provides an opportunity to apply social work knowledge, skills, values, and ethics in a structured agency setting. Field practicum learning activities supported by integrative field seminars provide a bridge between classroom learning and practice realities. It offers an opportunity to integrate and assimilate knowledge and theory and to build the foundation for your professional identity as a social worker.

B. Practicum Design

During the course of the program, students have two field placements in separate agency locations for a total of 12 academic units (3 units each semester x 4). Before beginning the foundation field placement students are required to attend a field orientation at the beginning of the academic year. The first year practicum is considered a foundation placement; it is followed by the advanced practicum placement in the second year. Field seminars are part of both first and second year placements. Credit for Field Practicum is based on a combination of completing the minimum required hours and successfully completing the Learning Plan for each year.

First year foundation placements provide an opportunity to apply social work practice skills using a generalist practice perspective. This practice perspective uses an empowerment strength-based approach with an emphasis on social justice. Students have the opportunity to work with several different systems in a variety of settings. The first year placement emphasizes the development of foundation social work practice skills including an understanding of the role of social work in the amelioration of environmental conditions that contribute to social problems. The practicum experience focuses on the development of several abilities necessary for effective social work practice:

- a) Self awareness and critical thinking skills
- b) Use of self in the helping relationship
- c) Practice with adherence to values and ethics in practice
- d) Recognize elements of oppression and discrimination and apply advocacy strategies to advance social change and justice
- e) Use of knowledge and skills from a generalist social work practice perspective
- f) Practice without discrimination with respect to differences
- g) Use oral and written communication in a professional manner
- h) Evaluation of one's practice
- i) Analyze, formulate and influence policies
- j) Use professional supervision and consultation
- k) Function within the organizational structure of social service systems and seek organizational change where appropriate

The advanced practicum is designed to offer learning experiences that focus on the development of knowledge and skills relevant to integrative practice and the advancement of social justice.

The MSW program uses a concurrent field model, which requires students to be in a field placement while enrolled in course work. All students begin field in August and follow a practicum calendar. Students remain in their placement throughout the academic year, with two weeks off at the winter break, and one week off at spring break.

All students complete a minimum of 1,000 hours in practicum over the two years (250 hours per semester; 500 hours per year). **Students must follow the field calendar published at the beginning of each academic year.**

C. Agency Settings

The field program provides placements in a variety of human service agencies located in the region. Priority is given to placements with public and non-profit agencies providing services to children and or adult populations representing under served at-risk minority groups. A majority of placements are in community mental health, public child welfare, foster care and adoption, adult services, juvenile offender programs, health related services, school based services, and community-based collaborative services.

The field program selects agencies based on their ability to provide quality instruction, commitment to collaborative participation in professional education, and commitment to client and community service. Emphasis is on using placement sites involved in collaborative relationships with other social service systems and agencies providing integrated services (i.e., wrap-around-services & systems of care) to diverse and at-risk populations.

Evidence of sound agency support is a valued and necessary component of the practicum and represents a significant commitment to professional education. Agency administrators demonstrate their commitment to the practicum program by signing a formal agreement ensuring that the placement meets the MSW Program standards (see page 17). The field program expects participating agencies to adjust the field instructor's job responsibilities to make time available for student supervision. Agencies are expected to provide resources such as office space, a telephone and clerical support.

D. Selection of Agencies

When determining the suitability of an agency for field placement, the social work program assesses an agency's interest and long-term commitment to the practicum program. Agencies used for placements are evaluated on several aspects: auspices; target population served; nature and scope of services provided; size of social work staff; extent of community involvement; linkage with interagency collaboratives; standards and philosophy of practice; availability of qualified staff for field instruction; facilities for students (space, recording facilities, etc.); and the willingness of the agency administration to support the field practicum program.

Criteria for agency selection

The practicum program uses the following criteria to determine an agency's suitability for use as a practicum site:

- The agency is able to provide an exposure to diverse client populations with particular emphasis on cultural and ethnic diversity and under served oppressed groups.
- The agency is able to provide a comprehensive range of learning experiences involving all size systems of intervention.
- The agency's philosophy of service and practice is compatible with the educational objectives of the Social Work Department.
- The agency's practices are consistent with the professional Code of Ethics of the profession.
- The agency is compliant with Title IV of the Civil Rights Act of 1964; that in the delivery of services, no person shall be excluded from participation or denied benefits, or is otherwise subjected to discrimination under any program or activity of that agency or center on the basis of race, color, or national origin.
- The agency maintains a working and learning environment free from sexual harassment of its students, employees and those who apply for student or employee status.
- The agency has a respected standing in the professional community.
- The agency's administration and professional staff are committed to the philosophy and mission of the Master of Social Work Program.
- The agency maintains sufficient staff to support the service mission of the agency without reliance on students.
- The agency has sufficient staffing resources to provide a qualified field instructor or agrees to other supervision arrangements as required.
- The agency agrees to sign an agreement with the University. The University-Agency Agreement provides an elaboration of the expectations and responsibilities of placement agencies.

E. Field Instructors

Field instructors serve as the mentor and supervisor in the placement site. Field instructors mentor, supervise, and evaluate a student's ability to apply social work knowledge, skills, and values. The agency or MSW program field component selects field instructors based on their interest and commitment to social work education. Minimum qualifications for field instructors include:

- **MSW** from an accredited program.
- Minimum of two years post-**MSW** experience in human services.
- Commitment to be available for an academic year.
- Knowledge and practice competence related to social work practice
- Willingness to participate in field instructor training.

Field instructors complete a Field Instructor Vitae Form, which provides information on their academic background and work experience.

The field program expects all new field instructors to participate in field instructor training prior to supervising a student. Field instructor training introduces field instructors to the MSW curriculum and the University's academic policies; In addition, it prepares them to carry out educational assessments, determine student's learning styles, implement educational learning plans, supervise students using a strength-based empowerment approach, use various assessment techniques, evaluate the progress of learning, and complete summative evaluations.

At the end of each academic year, for evaluative purposes, field instructors complete a *Field Instructor Feedback* form (available on-line).

Off-site Field Instructors

Under certain circumstances the field practicum program will use off-site MSWs to provide field instruction for students placed in agencies with no MSW on staff. In addition to meeting the requirements for being a field instructor, off-site field instructors should have:

- One year of work experience in an agency or service setting similar to the placement site.
- Completed a minimum of 3 hours of field supervisor training prior to assuming off-site field instruction responsibilities.

Off-site MSW field instructors are expected to carry out the following responsibilities:

- Meet with the student at the placement site a minimum of every other week.
- Meet with the student every week for a minimum of one hour of individual supervision.
- Meet with the student and the on-site task supervisor once a month.
- Ensure proper completion of the learning plan.
- Complete the mid-practicum and final evaluation of the student's performance, and submit a recommendation for CR/NC.
- Initiate formal corrective action plans related to student performance when indicated.

F. Administrative/On-site Task Supervisor

An administrative task supervisor provides necessary on-site administrative supervision when a MSW is unavailable at a practicum site. A clear supervision understanding must be in place between the field instructor and the administrative task supervisor. It is the responsibility of the Field Coordinator or Faculty Liaison to designate task supervisors. Agency supervisors may recommend someone to be a Task Supervisor, but all supervision assignments related to

students must be reviewed and approved by the Field Coordinator or the assigned Faculty Liaison.

The student, field instructor, and administrative task supervisor are expected to meet within the first two weeks of placement to discuss the overall learning objectives of the placement, identify anticipated learning assignments, and develop a supervision structure. It is essential that each person clearly understand his or her role and responsibilities in the arrangement. The student needs to be very clear about whom they are accountable to for what activities. The supervision structure must provide for a consistent flow of clear and direct communication. When indicated, the Task Supervisor should participate in evaluations and any corrective action plans.

The MSW program expects the following minimum qualifications for Task Supervisors:

- Masters degree in a related discipline; for first year students, a bachelors degree is acceptable when the individual has extensive practice experience with the agency.
- A minimum of two years post degree experience.
- One year of experience with the agency.

On occasion, the field component will use MSW graduates with one year of experience to serve as task supervisors.

IV. Responsibilities

A. NASW Code of Ethics

The Code of Ethics “provides ethical standards to which the general public can hold the social work profession accountable.” The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise.” The Code of Ethics serves as a foundation for guiding the everyday decisions that social workers confront. Accountability to one’s responsibilities also means being accountable to the Code.

The following section presents one portion of the NASW professional code of ethics as they relate to field instruction. Students and field instructors are expected to review the entire code of ethics as part of the student’s initial orientation to the practicum.

Section 3.02 Education and Training

- Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.
- Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

B. Responsibilities of the MSW Program

- Designate the students who are enrolled in the Social Work Program of the University to be assigned for field practicum at an agency, in such numbers as are mutually agreed to by both parties.
- Establish a plan for the field practicum by mutual agreement between the agency’s representative and the Social Work Program or their duly authorized representatives. The plan will provide clear expectations and procedures for the implementation of the practicum.
- Oversight of all instruction and field practicum experience given at the Agency to the assigned students and provide the necessary faculty liaisons for the field practicum program provided for under this agreement.

- Keep all attendance and academic records of students participating in the practicum program.
- Be responsible for the student's professional activities and conduct while in the Agency.
- Require every student to conform to all applicable Agency policies, procedures, and regulations, and all requirements and restrictions specified jointly by representatives of the Institution and Agency.
- Require field faculty to notify Agency's representatives of the practicum schedule, placement of students in the agency, and changes in field assignments.
- In consultation and coordination with the Agency's representatives, plan for the field practicum to be provided to students under this Agreement.
- In consultation and coordination with the Agency's administration staff, arrange for periodic conferences between appropriate representatives of the University and Agency to evaluate the field practicum program provided under this Agreement.
- Provide and be responsible for the care and control of the University's educational supplies, materials and equipment, used for instruction during the program.
- Orient field instructors to the University's relevant academic policies and the social work program's curriculum focus; its policies, procedures, and philosophy.
- Maintain formal communication with participating agencies.
- Support training for field instructors on the educational aspects of field instruction.
- Provide ongoing support and assistance to field instructors, students, and agencies to promote an educationally based practicum experience.

C. Responsibilities of the Field Coordinator

- Assume overall responsibility for the development and administration of the field practicum program.
- Review and evaluate agencies interested in becoming a field site.
- Designate agencies in which students will be placed for practicum.
- Develop policies and procedures to guide the field practicum sequence and share these policies, procedures and guidelines with participating agencies.
- Select and recommend students for placement in agencies based upon the educational needs and learning objectives of the students, and the experiences the agency has to offer.
- Conduct a field orientation for incoming students.
- Routinely visit students and field instructors in their agency setting.
- Consult and collaborate with faculty liaisons and field instructors.

- Provide training for all field instructors and task supervisors.
- Provide relevant training materials to all field instructors and task supervisors, including selected articles and materials, course outlines, reading lists, and bibliographies.
- Carry out a systematic evaluation of the field program.
- Participate, as needed, in the resolution of practicum problems

D. Responsibilities of the Faculty Liaison

- Visit assigned students and field instructors in their agency setting; provide ongoing consultation and collaboration, and support the effectiveness of the field practicum experience by fostering integration with classroom learning.
- Review students' learning contracts.
- Ensure that students are making satisfactory progress.
- Inform the Field Coordinator of any problems, potential difficulties or concerns needing attention or monitoring.
- At the end of each academic year evaluate assigned placement sites, and make recommendations to the field coordinator as to their continued use.
- Provide consultation, as needed, to field instructors and students for resolving placement related problems.
- Maintain written documentation on all actions taken in the remedy of practicum problems.
- In consultation with the field instructor, assign the course grade (Credit or No-Credit) for practicum. The assigned grade is based upon the field instructor's evaluation of the student's demonstrated performance, and the student's performance the integrative field seminar.
- Review course syllabi with field instructors and solicit feedback on curriculum content.
- Complete a faculty field liaison form subsequent to any significant contact with the field instructor or student.
- Organize and facilitate integrative field seminars.
- Inform the student of any other practicum requirements (i.e., critical issues logs, journaling, etc.)
- In those cases where the faculty liaison assumes the role of the off-site field instructor, another faculty member will be assigned to serve in the role of Faculty Liaison.

E. Student Rights & Responsibilities

To instill a sense of mutual participation and responsibility in the practicum, students have the following rights and responsibilities:

Rights

- Have clear supervision and performance expectations.
- Be treated with dignity, decency and professional respect.
- Receive appropriate field instruction.
- Be involved in the development and assignment of learning activities.
- Be provided with learning activities that allow the student to apply new knowledge and skills.
- Participate in the evaluation process and receive timely feedback
- Be advised of performance deficits in a timely manner, and be given reasonable time to address these deficits.
- Experience their practicum in an environment free from harassment.

Responsibilities

- Read, accept and abide by the National Association of Social Workers Code of Ethics.
- Participate in the agency's orientation.
- Provide their field instructor with a copy of malpractice coverage and liability waiver.
- Abide by the agency's policies and guidelines. This includes areas such as agency hours of operation, documentation requirements, participation in required agency meetings, appropriate dress, etc.
- In consultation with the field instructor, develop individualized learning assignments.
- Accept increasingly complex and challenging assignments
- Practice in an increasingly autonomous fashion within the boundaries set by the practicum agency.
- Prepare for and participate in weekly supervision conferences.
- Participate in field meetings and evaluation conferences with the field instructor and faculty liaison.
 - Consult with the Faculty Liaison on any practicum problems.

- Behave and appear in a responsible manner, consistent with social work standards, agency standards, values and ethics, in interactions with clients, colleagues and the community.
- Provide for continuity of services and treatment during University holiday periods and scheduled breaks in the practicum.
 - Provide field instructor with a copy of course syllabi.
- Attend integrative field seminars.
- Maintain regular communication with Faculty Liaison.
 - Maintain a record of hours completed (see form v in the appendix).
 - Document weekly supervision (form on-line).
- Identify self as a social work intern to clients.

F. Agency Responsibilities

- Permit the student to receive a social work field practicum at the Agency.
- Permit students and University instructors' free access to appropriate agency facilities for the field practicum.
- Furnish appropriate agency facilities, in such a manner that there will be no conflict in the use thereof between the University's students and students from other educational institutions, if any.
- Maintain the agency's facilities used for the field practicum in such a manner that the facilities shall be available to the students and field instructor when needed.
- Assure that staff is adequate in number and quality to provide field instruction and to ensure continuous management of the student program in cooperation with the Field Coordinator.
- Provide the resources necessary to provide an educationally focused field practicum in accordance with the policies and procedures of the social work program.
- Provide office space, telephone access, supplies, and other materials to enable a student to function effectively in their placement.
- Designate qualified field instructors.
- Modify, as resources permit, the schedule of staff, who are designated field instructors, to assure that adequate time is available for student supervision, field instructor meetings, training, and orientation.
- Adhere to policies and practices reflecting nondiscrimination applied to clients, staff, and students.
- Orient agency staff regarding the role of students in the agency.

- Have the right, after consultation with the University, to refuse to accept further placements of the University's students who in the agency's judgment are not participating satisfactorily in the program.
- Notify the Field Coordinator and the Faculty Liaison in advance, of any change in the agency's personnel appointments, which may affect placements.
- To initiate a placement proposal for any of its employees seeking enrollment in the MSW program and requesting placement with the agency.

G. Responsibilities of the Field Instructor

- Routinely participate in field instructors training seminars and complete a minimum of four training sessions regarding field supervision.
- Provide an agency orientation for the student at the beginning of the placement period.
- Provide an educationally focused fieldwork experience in accordance with policies and procedures of the Social Work Program.
- Assist the student in identifying learning assignments.
- Provide educationally focused experiences and opportunities based on the learning agreement educational objectives.
- In consultation with the faculty liaison, complete and submit two performance evaluations.
- Meet routinely with the faculty liaison during the placement period to discuss student progress and learning assignments.
- Provide weekly (one hour minimum) individual supervision for the student, and be available for consultation and/or supervision as needed.
- Be available in the agency during the field work hours when the student is present and arrange for back-up supervision when necessary.
- Maintain communication with assigned field liaison or coordinator regarding student performance, potential difficulties or areas of concern, or changes in the agency which impact fieldwork.
- Provide feedback about the field program by completing the *Field Instructor Feedback* form (form on-line) at the end of each academic year.
- Use the *Corrective Action Plan Form* (in appendix) when indicated, to address field problems.

H. Responsibilities of the Administrative/on-site Task Supervisor

- Review *orientation checklist* (in appendix) and assist in orienting the student to the agency.

- At the beginning of the placement, meet with the student and field instructor to assist in developing learning assignments and supervision arrangements.
- Be readily accessible to the student and provide backup when necessary.
- In consultation with the field instructor, assign learning tasks identified in the learning plan.
- Meet routinely with the field instructor and student to review the learning plan (recommend a minimum of once every 4 weeks).
- Monitor the student's accountability to his or her learning plan & schedule
- Oversee the day-to-day work of the student and provide administratively oriented supervision as needed. Maintain coordination of supervision with field instructor.
- Participate with the field instructor and faculty liaison in completing *mid and final student performance evaluations*.
- Provide the student with feedback.
- Advise the Field Instructor of any problems and participate in the development of corrective action plans where needed.

V. Policies and Procedures

The Field Coordinator is responsible for establishing placements between students and the agencies. To determine the most appropriate placement, each year, students complete an application for a field placement. The application asks students to identify areas of practice interest and geographic preferences. Field faculty may review applications to determine interests, educational needs, and appropriate placement options. Students participate in selecting their placements by interviewing with field instructors to determine the appropriateness of a placement.

After a student and field instructor reach agreement on the placement, the student contacts the Field Coordinator to confirm the placement. If the student and/or Field Instructor determine that the placement is not appropriate, the student contacts the Field Coordinator for another assignment. The Field Coordinator, in consultation with the Field Committee reserves the right to determine the placement of a student, which is subject to the final approval by the agency's designated field instructor.

A. Practicum Placement Policies

All first year students apply for a field placement subsequent to receiving their notice of acceptance into the program.

- By signing the field application, students agree that they will accept their assigned practicum site.
- All students complete an application for a field placement, which is used to determine interests, educational needs, and placement options.
- Students begin field placements in the fall semester.
- Students must enroll concurrently in social work practice, policy, and services and practicum courses. Students cannot enroll in the practicum prior to taking the required practice, policy, and HBSE courses. Under special circumstances students may be allowed to enroll in a foundation or advanced practicum course subsequent to completing foundation or advanced practice courses, but may be required to concurrently audit appropriate coursework. A requirement to concurrently audit coursework is at the discretion of the field coordinator, in consultation with the student's liaison, academic advisor, and field committee.
- The field coordinator confirms placements subsequent to scheduled interviews.
- Students participate in selecting their placements by interviewing with the designated agency field instructor to determine the appropriateness of a placement.
- The Field Coordinator reviews all applications for placement and develops a placement plan based on a student's educational needs and experience.

- The field program will make a reasonable effort to place students in an agency practicum. Generally, students are given a maximum of three placement referrals. If the student-agency interviews fail to result in a placement, the agency is asked to submit a signed form indicating the reasons why the placement did not proceed (in appendix).
- If three assigned agency sites rate a student unacceptable, the MSW program will consider terminating the student from the program.
- After the field coordinator notifies students of their recommended placements, students schedule an interview with the field instructor to confirm whether the placement is acceptable. If a placement is not acceptable to the student or agency, the field coordinator will recommend an alternative. Placement decisions for new students should be finalized by the second week of classes. Placements for second year students should be finalized by the end of the foundation practicum.
- It is expected that second year advanced placements be in an agency that is different from the first year. Proposed exceptions to this policy must be in writing and reviewed for approval by the Field Coordinator.
- Conflict of interest: Students will not be placed in agencies where they or any of their family members are or have been clients.
- Felony convictions: Students with prior criminal convictions are asked to inform the field coordinator prior to placement. Disclosure of criminal convictions assists in determining the appropriateness of a placement. Many agencies initiate a criminal record background check. Any student with a criminal record, who intends to pursue licensure, is strongly advised to contact the Board of Behavioral Sciences for further information.
- Drug Free Workplace: Some agencies require drug testing in compliance with their drug free workplace policies.
- Students are expected to comply with all reasonable agency requirements to process a placement.

B. Reassignment of a Student

It is the practice of the MSW Department to avoid reassignment of students at any time after the first three weeks into the semester. However, reassignment of a student from one field site to another during an academic year may occur for several reasons: loss of the field instructor, agency changes, etc. Students experiencing performance problems solely as a result of skill deficits will not be reassigned to a different agency.

Reassignment is generally approved only when issues involving the field instructor or the agency pose obstacles to student learning or when there is doubt as to the cause of problems. When there is doubt as to the cause of any problems, the student is given the benefit of the doubt and reassigned to another placement.

The decision to reassign a student involves the student, faculty liaison, field instructor, and field coordinator. The faculty liaison is responsible for advising the agency field instructor (& task supervisor) of any possible reassignment of a student prior to any reassignment.

Reassignment to another agency requires that the faculty liaison (or field coordinator) discuss with the prospective field instructor the reasons for the reassignment, and share any relevant evaluative information related to the student's performance. Upon any reassignment, the field instructor of record is expected to give an evaluation of the student's performance to that point in time.

A request for a change in one's placement must address the following steps:

1. At the request of the student or field instructor, the field coordinator or faculty liaison meet with the student and field instructor to discuss the request for a move to another placement.
2. The field coordinator and faculty liaison review the request for change and are able to consider two options:
 - To approve the request and facilitate a new placement.
 - To deny the request and implement further steps to resolve the issue(s) precipitating the request.
3. All agreements and action plans to rectify concerns are put in writing and signed off by the student, field instructor and faculty liaison.

The student is expected to remain in his or her practicum during this time period.

Students who are reassigned prior to the end of a semester will receive a grade of *Incomplete* for that semester. The *Incomplete* will be removed from the student's record upon receipt of a satisfactory *post reassignment evaluation* from the new field instructor. *Post reassignment evaluations* are due from the new field instructor approximately two months into the new placement (the time frame is to be delineated in a supplemental contract between the faculty field liaison, student, and new field instructor. Students who receive unsatisfactory *post reassignment evaluations* will receive *No Credit* for the previous semester, and will be asked to withdraw from the field and be required to repeat the previous semester. All such students will be referred to their advisor for academic planning and direction. Unsatisfactory performance in the practicum may result in termination from the program.

Requirement for Concurrent Enrollment

The field component requires students to enroll in the practice, policy and services courses while enrolled in practicum. Occasionally, circumstances (e.g., illness, birth of a child) may disrupt a placement. As a result, a student may ask to defer practicum to the following year. Although this may, under certain circumstances be an option, students may be required to audit appropriate practice courses to ensure an integration of content with associated learning activities. The requirement to concurrently audit coursework is at the discretion of the field coordinator, in consultation with the student's liaison, academic advisor, and field committee.

C. Travel Expenses

The MSW program expects students to provide their own transportation to and from their placement site. Any travel reimbursement is arranged directly between the agency and the student.

Agencies should not require students to transport clients in their personal vehicles. Students who agree to use their personal cars for practicum purposes must provide the agency with proof of insurance.

D. Professional Liability/Insurance

Students are required to have professional liability insurance. Coverage is provided through the CSU Risk Management Authority, Executive Order Number 986. A Student Professional Liability Insurance fee will cover the cost of providing a System-wide Blanket Student Professional Liability Insurance policy to students enrolled in allied health professions, nursing and teaching or education programs that require fieldwork for course completion. The University will provide each student with a certificate of coverage for malpractice. The *Waiver & Release of Liability Form* defines the conditions of liability between the student and the agency.

At the present time, the university and most agencies do not provide worker's compensation. Some agencies also require auto insurance and specify certain coverage requirements. As part of the agency orientation, students are expected to discuss all liability issues with their field instructor.

E. Confidentiality

Students have an ethical and legal obligation to take appropriate steps to ensure client confidentiality. To preserve client confidentiality students must:

- Comply with all agency policies and procedures regarding confidentiality and sign a confidentiality form where required by agency policy.
- Protect client confidentiality when carrying out educational assignments.

Mandated Reporting

Law limits the extent of confidentiality. In many situations the law defines students as mandated reporters, who must report certain suspected conditions to the authorities. Reportable conditions may relate to situations involving child abuse, elder abuse, threats of harm, and certain offenses. Students must comply with all legal requirements related to mandated reporting. The student's orientation to the agency should cover policies and procedures related to this requirement.

F. Placement Policy Using One's Agency of Employment

The standard policy of the Social Work Program is that students are placed in agencies that are different from their place of current or prior employment. This policy is based on the educational rationale that students should be exposed to a broad variety of practice experiences and organizational cultures while in school.

The requirement for clearly different experiences limits these placements to agencies large enough to have discrete units and a range of different client populations. A student may be granted an exception to this policy if the agency meets the criteria.

Any plan for such a placement is implemented well in advance. Policies and procedures and forms regarding employer placements are available from the MSW Department. Employer placement requests should be discussed with the field coordinator before submitting an application for a placement.

G. Days in Placement

All students attend their placements two days (16 hours) per week. Any alteration in a student's practicum schedule must be approved by their faculty liaison and the Field Coordinator and documented on the cover page of the learning plan. **Requested schedule changes that accelerate the accumulation of hours are not permitted.**

H. Hours Requirement

- All students are required to complete a minimum of 1,000 hours of practicum:
- All students spend 16 hours per week in practicum throughout the academic year (Fall and Spring semesters).
- Practicum hours include the time required for attending regularly scheduled integrative field seminars.
- Students are required to be in their practicum during normal agency hours of operation. The faculty liaison and agency field instructor must review and approve any exceptions.
- Field hours must be scheduled in blocks of no less than four hours, and the faculty liaison and field instructor must approve any exceptions.
- Students are required to make up any missed hours or days in their placement. It is the student's responsibility to contact the field instructor regarding any absence and to arrange make-up time.
- Students may not "bank" hours in an effort to complete field hours prior to the practicum calendar. In those cases where circumstances (i.e., illness) impact attendance, the student, field instructor and faculty liaison develop a revised calendar that identifies evaluation dates and when the practicum will be completed.
- The MSW program does not give practicum credit or time for any prior work experience.
- Students are not permitted to use any form of employment arrangement as part of practicum.
- Students are required to adhere to the practicum calendar. Changes are permitted only with the prior review and approval of the student's field instructor and faculty liaison.

- Students maintain a record of hours completed at their practicum. (see ***Record of Practicum Hours***) Students are to review this document at least monthly with their field instructors and on a monthly basis provide a copy to their faculty liaison.

I. Field Orientation Seminar

First year students are **required** to attend the Foundation Field Orientation. The orientation provides an overview of the various roles, responsibilities and expectations of the student, field instructor (task supervisor, when indicated), faculty liaison, and field coordinator. The orientation also includes information on risk management, safety, ethics, and supervision. Students are expected to bring their field manual to the field orientation.

All students are required to attend the first field seminar, which will be scheduled between the first day of class and the Labor Day weekend. Faculty Liaisons will contact students with specific scheduling information.

J. Field Practicum Seminar

As part of the practicum, students are required to attend integrative seminar. Seminar absences may result in *No Credit* for the practicum. Seminars may meet on campus or at an agency. The students' assigned faculty liaison schedules the day and time of the seminar and specifies any seminar requirements (i.e., *Critical Reflection Logs, journaling, process recording, etc.*). Refer to the field seminar guidelines for the integrated seminar for additional information. The purpose of the seminar is to promote the integration of classroom material with practicum experiences. Educational objectives of the seminar include, but are not limited to:

1. Develop skills in analyzing and synthesizing practice skills and experiences.
2. Understand the relationship between practice and agency policies.
3. Become aware of values, attitudes, and behaviors, and the impact of these attributes on practice.
4. Understand and apply the profession's Code of Ethics.
5. Develop skills in working with others in a collegial supportive environment.
6. Develop an awareness of self in the intervention process.
7. Use communication skills in a professional manner.
8. Develop skills in presenting case related information and discussing policies impacting the services and interventions.
9. Develop skills in discussing issues of conflict including racism, sexism, oppression, sexual orientation, and classism.
10. Understand group task & process aspects of the seminar and relating this learning to other group work environments.

K. Agency Orientation

Students can expect to be oriented to their placement site by their field supervisor. The agency orientation should follow the items listed in the *Agency Orientation Checklist* (form is on-line). Field supervisors and students should address this orientation within the first two weeks of placement.

L. Learning Plan

At the beginning of the practicum, it is recommended that students meet with their field instructor to complete an educational assessment – essentially to review learning needs, learning styles, and background of experience. The educational assessment helps both the student and field instructor to identify learning styles and to identify the appropriate learning activities. The purpose of the learning plan is to review and identify learning activities the student is expected to carry out to achieve the educational objectives.

During the first week students should review practicum educational objectives, and, in consultation with their field instructor, begin individualizing their learning plan. The learning plan should be finalized within the first three or four weeks of placement (see *Learning Plan/Evaluation Form*** (foundation or advanced is on-line). The Learning Plan:

- Describes suggested learning activities.
- Identifies individualized learning objectives.
- Provides an evaluative scale for rating performance for the mid and final practicum evaluation.
- Provides space for narrative comment.

Students are responsible for reviewing the learning plan with their faculty liaison for final approval. The student, field instructor, and faculty liaison must sign off on page 1 of the learning plan form. Any modifications need to be reviewed and approved by the Faculty Liaison.

- At the first faculty liaison visit to the agency the learning plan is reviewed and a copy of the completed *Learning Plan Cover Page* is submitted to the assistant of the Field Office.

See “Using the Learning Plan and Evaluation Scale” on page 39 of this manual

VI. Supervision/Student Evaluation

A. Supervision

Regularly scheduled supervision with the field instructor is a required part of the practicum. The field instructor is expected to provide weekly individual **one hour supervision on a regularly scheduled basis**. Group supervision may *supplement* individual supervision. Supervision is a mutual process between the field instructor and student; its purpose is to assess learning activities, help the student to critically reflect, foster the student's integration of theoretical concepts as they relate to field experiences, and to resolve problems. Supervisory conferences provide the opportunity for field instructors to provide feedback regarding the student's performance in relation to practicum goals, and for the student to provide feedback to the field instructor regarding supervisory needs. The program encourages field instructors to use process recordings, audio or video recordings, case histories, and case presentations to explore case dynamics, client-student interactions, and critical thinking skills. Students are expected to maintain documentation of supervision using the *Supervision Notes* or an equivalent agency form. In accordance with good practice, field Instructors are strongly encouraged to maintain supervision documentation.

As part of the on-going assessment process, field instructors are encouraged to use various tools to critically evaluate the student's learning and monitor the effectiveness of learning assignments.

B. Task Supervision

Under certain circumstances, professionals from other disciplines provide limited administratively focused supervision related to specific educational objectives and learning assignments. Task supervisors are provided with information about the program's curriculum focus to ensure that they understand how educational experiences are appropriate to specific educational objectives. In all placements the practicum program ensures that a designated MSW field instructor maintains overall supervision responsibility *and schedules weekly supervision with the student*. To ensure coordination, task supervisors and field instructors should meet with their students at least monthly.

C. Monitoring Student Performance

On-going evaluation and feedback regarding a student's progress is central to the supervisory process. Any concerns about a student's progress should be addressed as soon as possible, so that a corrective plan may be initiated if necessary. Any on-going significant concerns with performance should be documented using the action plan and involve the faculty liaison.

To monitor a student's progress and assigned learning activities, faculty liaisons may require their assigned students to submit, on a regular basis, some written report regarding practicum activities and progress. Individual faculty liaisons determine the frequency and structure of the documentation. Monitoring tools may include critical reflection logs, journaling, process recordings, or other written assignments.

D. Mid-Year & Final Practicum Evaluation

The field program recommends that field instructors use the following steps when completing the mid and final practicum evaluation.

The evaluation process should begin with the student and the field instructor independently completing the evaluation form. This offers the student an opportunity to independently reflect and self-evaluate his or her practice. If there is a “task supervisor” assigned to the student, he or she should also complete an evaluation or, at a minimum, participate in the discussion of the student’s performance.

The second step in the evaluation should involve a review and discussion of the evaluations. Discussion should include the student, field instructor and, if feasible, the faculty liaison. If there is a “task supervisor” assigned, he or she should participate in the discussion. From this discussion and review comes the completed evaluation. Ultimately, it is the field instructor’s responsibility to complete the evaluation and make a *Credit* or *No-Credit* recommendation. The faculty liaison determines the “grade” and submits it to Enrollment Management Services.

The mid-practicum evaluation includes a review of the student’s learning plan. Any substantive changes in the learning plan or student’s practicum schedule must be reviewed and approved by the Faculty Liaison.

Field Instructors complete student performance evaluations at mid-point and at the end of a student’s placement.

The evaluation process includes:

- Review of learning assignments.
- Rating of performance regarding each educational objective.
- A recommended grade (credit/no credit or incomplete) using page 2 of the evaluation document.
- If an incomplete or no credit is recommended, the evaluation must provide the reasons and documentation for this recommendation. If a student requests an incomplete, the evaluation must include a written plan to complete the requirements. Specific requirements must be defined and time-lines stated.
- Signatures of the student, field instructor, task supervisor (if assigned), and faculty liaison or field coordinator.
- Student indicates agreement or disagreement.
- At the mid-practicum evaluation the field instructor, student, and faculty liaison sign off on page 2 of the evaluation form. The original evaluation page (with signatures) is submitted to the faculty liaison. A copy remains with the field instructor and the student. **The original learning plan with the mid-practicum ratings remains with the field instructor.**

- **At the final field evaluation the field instructor turns in all original forms to the faculty liaison.** This includes the cover page, the grade recommendation page and all pages of the learning objectives.

E. Grading Policy

- Credit/no credit grading applies to practicum.
- Assigned faculty liaisons or the field coordinator assign credit/no credit based on the practicum and integrative seminar performance.
- If a student receives an incomplete in practicum, the hours completed during the semester in which the incomplete was given may count towards the total of completed field hours. Receiving credit for the hours depends on satisfactory completion of all practicum requirements.
- Students who receive an incomplete in a practice class concurrently required with field work may be required to clear the incomplete prior to enrolling in the next practicum course.
- A *no-credit* grade in practicum may result in a student not being allowed to continue in the program. If a student is maintaining satisfactory academic performance (3.0 or better) in course work, the student will be considered for continued enrollment. If a student is below a 3.0 average in course work, the student may not be allowed to continue in the program. Hours completed during a semester in which a “no-credit” grade is given will not count towards the total of required hours. When a student is required to repeat field, they may be required to audit the appropriate practice, policy and services courses.
- Any student who fails a practice, policy, or HBSE course may be required to complete additional practicum hours, dependent on an evaluation of performance.
- A student has the right to appeal grades they feel have been given unfairly, arbitrarily, and capriciously. Please refer to the University academic policies described in the University Catalog and the Social Work Student Handbook.

F. Monitoring the Quality of the Field Practicum

To monitor practicum activities faculty liaisons schedule a minimum of three visits each academic year with each student. In addition to regular liaison visits to field agencies, field instructors and students rate their practicum experience using instruments provided by the MSW Program. Faculty liaisons review student’s practicum assignments as a way of monitoring the quality of field instruction and the learning taking place.

Students complete a summative evaluation of their practicum experience at the end of their placement. The field coordinator and field committee use the evaluations to determine the quality of practicum and to identify areas for development.

G. Disclosure of Information to Field Instructors

- To ensure some degree of fit, information provided on field applications is shared with field Instructors and appropriate agency contact persons. The application form, however, remains with the department and becomes a part of a student's practicum file.
- Faculty liaisons review students' practicum performance evaluations to identify specific concerns that may need to be disclosed to a student's field instructor for the next practicum assignment. Each faculty liaison is responsible for documenting identified concerns and advising the field coordinator.
- Before a placement begins the field coordinator or designated faculty liaison shares performance concerns with the assigned field instructor. This is to ensure that performance concerns are openly discussed and that the learning plan incorporates both objectives and assignments that address these concerns.
- When reported on the field application, criminal history may be disclosed to field instructors. It is the policy of the practicum program to advise agencies of past criminal history so they are able to make informed decisions. Where feasible, the field component encourages students to be proactive and share relevant background information with their field instructor.

VII. Resolutions of Problems in Field Work

The Social Work Department is strongly committed to helping students maximize their learning opportunities and experiences in an educationally focused practicum. Potential performance concerns and demonstrated difficulties, both personal and educational in nature, should be identified and acted upon as early as possible, to allow resolution and/or corrective action as necessary. Formal steps require adequate documentation indicating key areas (see *Corrective Action Plan Form*).

A. Performance Issues

Performance challenges related to a student's ability in professional practice, such as inappropriate behavior in the agency, major learning blocks, inability to complete assigned tasks and responsibilities, etc., require early intervention by initiating a series of steps. In placements using a task-supervisor, he or she is expected to participate in problem solving procedures. In any situation where there is imminent risk to clients, the practicum program will immediately remove a student from his or her placement. Under such circumstances, the faculty liaison, field instructor, student, and field coordinator will meet within 2 working days to review the circumstances and make a disposition.

Step 1: Informal discussion between student and field instructor. If the problem remains unresolved, the field instructor proceeds to Step 2.

Step 2: Formal supervision meeting between student, field instructor, and faculty liaison to complete a written action plan using the Corrective Action Plan.

1. If the student is unwilling to participate in a written plan proceed to Step 3.

The student, field instructor and faculty liaison sign and receive a copy of the action plan. The faculty liaison forwards a copy of the action plan to the Field Coordinator. The Field Coordinator may, upon reviewing action plan, participate in additional conferences, as needed. It is the Faculty Liaison's responsibility to notify the student's academic advisor

Possible Outcomes:

1. Problem resolved;
2. Resolution not reached, but evidence of progress warrants continuation of the remedial action steps (update contract). Student remains in agency and a revised action plan is developed. The faculty liaison monitors progress during the designated timetable, and provides on-going consultation to the field instructor and student during this period. Student completes additional hours, in either the original (or new placement) to demonstrate satisfactory performance, which will allow the student to receive credit. Extended hours in the practicum may also result in documentation of the student's inability to demonstrate the required skill level to achieve credit.
3. Student may be reassigned to another agency. Written documentation details the reason for the reassignment, specific expectations, and the objectives of the new field placement. Either the faculty liaison or field coordinator informs the new

field instructor about the specific concerns to ensure that these needs will be addressed. Reassignment requires a clearly defined action plan.

4. Student, in the opinion of the faculty liaison and field instructor, does not successfully demonstrate the required skill level to receive a CREDIT grade in fieldwork. Before assigning “No Credit” (NC) the faculty liaison consults with the Field Coordinator to determine: a) appropriateness of NC and 2) identify possible options (i.e., termination from practicum). The liaison should provide the Field Coordinator with adequate documentation to assist in the review. Failure to receive Credit in field practicum may result in a written memo to the Director of the MSW Program requesting the formation of an ad-hoc committee to determine whether the student should remain in the program. A student who received NC in field may pursue a grievance by following the University’s grievance process. Students receiving NC in field may also be given the opportunity to interview for another placement. The field program will make a reasonable effort to place the student in another agency. The student will be given an opportunity to interview with three different placement sites. If successful, the student will begin the new placement with a prescribed action plan detailing the issues identified in the previous placement. The assigned field instructor will review and sign the *Action Plan*.
5. Student disagrees with NC and requests a grievance review.

Step 3: The faculty liaison or field coordinator may request an ad-hoc committee review.

If the Faculty Liaison or Field Coordinator requests the formation of an ad-hoc committee to consider termination, the request shall go to the Director of the Program. The purpose of the ad-hoc committee review is to determine whether the student should remain in the program (refer to the student handbook for termination policies and procedures). If the ad-hoc committee determines that the student is to remain in the program, the committee recommends action steps that should be taken to provide another opportunity for placement, and suggestions for any academic planning that is needed to support success.

Should the student disagree with the decision, the student may appeal to the Director of the Social Work Department.

Possible Outcomes:

1. Remain in field placement without probation.
2. Remain in same field placement on probation with an action plan.
3. Reassignment to another placement with action plan.
4. Extension of field work beyond the normal time period; additional hours are incorporated into the contract (action plan).
5. Termination from practicum with grade of “No Credit”.

CALIFORNIA STATE UNIVERSITY, STANISLAUS
MSW Program

SEXUAL HARASSMENT CONCERNS AND THE PRACTICUM

California State University, Stanislaus and the MSW Program are strongly committed to the establishment of a learning environment in which students, agency staff, faculty, can work together in an atmosphere free of sexual harassment. The MSW Program and the University will view any act identified as sexual harassment as a serious matter. Every member of the University community and practicum agency staff should be aware that sexual harassment is prohibited by state law and University protocol. This institution will vigorously discipline and/or take appropriate action towards persons identified as responsible for harassment.

Any student reporting sexual harassment concerns involving a practicum agency will be immediately considered for removal from their placement. Students are subject to agency sexual harassment policies and procedures and the policies and procedures of the University (available in the University Catalog). Students are strongly encouraged to review the placement agency's sexual harassment policies and procedures.

Student's concerns should be immediately reported to their faculty liaison or faculty advisor.

Using the Learning Plan and Evaluation Scale

The learning plan/evaluation form serves as a structure for describing learning assignments and assessing student performance. The suggested learning activities described in the form are intended to offer ideas. Some of the educational objectives are similar and, as a result, some learning assignments can apply to more than one objective. Some learning activities can be completed in one semester while others require attention in both semesters. Field instructors and students are encouraged to collaborate when developing the learning plan to capture the uniqueness of the site and to address the student's individual learning needs.

At the first agency visit the faculty liaison meets with the field instructor and student (& task supervisor if assigned) to review all aspects of the placement. At the initial visit the faculty liaison collects a copy of the learning plan cover page to document the review and visit. At the mid-practicum evaluation the faculty liaison will meet with the field instructor and student to review the evaluation and assess for overall progress of the placement. At this time the faculty liaison will collect only the original signed evaluation page; both the field instructor and student should receive a copy. The original learning plan/evaluation form will remain *with* the field instructor until the final field evaluation. Because the learning plan serves as a “grading” instrument and becomes part of the student's record, the original document must remain in the field instructor's possession until the final evaluation.

At the final evaluation the faculty liaison reviews the final evaluation with the FI and student and collects all original forms (this includes the final evaluation recommendation and all pages of the learning plan). All original evaluations and recommendations are turned into the Administrative Assistant of the field office.

Student's Evaluation & Field Instructor's Feedback Form

It is strongly suggested that the student's evaluation of the agency & field instructor be completed and provided to the faculty liaison at the final field evaluation. If at all possible, the field instructor's feedback form should be completed and collected at that time.