
California State University, Stanislaus

Department of Social Work



Field Practicum Manual

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Field Education

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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 COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

California State University, Stanislaus
Master of Social Work Department

FIELD PRACTICUM I
FOUNDATION PRACTICUM
(SW5040)

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 and concurrent enrollment in SW5030 or SW5031.

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. 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 social justice issues including underserved, at risk populations, special populations and minority populations.

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.

GENERALIST PRACTICE

The foundation curriculum emphasizes a generalist practice approach grounded in the values, ethics, and history of the profession. Generalist practitioners are equipped with the knowledge, values, and skills needed to engage in critical reflection and to become creative problem solvers who are cross-culturally aware and committed to social justice within an empowerment and research perspective. Generalist practitioners are cognizant of the interconnectedness between individuals and their environments and understand that the solutions to concerns often require multiple system level interventions. The foundation curriculum provides students with a generalist conceptual lens for viewing the complexity of issues that are often experienced by disempowered individuals, groups, and communities and provides the knowledge, skills, and values for beginning to address such issues.

GRADING

The Field Courses are graded on a Credit/No-Credit basis.

Students must complete the following in order to receive a grade of CREDIT:

1. Complete 250 Field Agency Hours each semester
2. Attend all seminars
3. Successfully achieve the competencies.

Further elaboration on the grading process is described later in the Field Manual.

CONSTRUCTING THE LEARNING PLAN

Developing the learning plan is a collaborative effort, an effort that requires a mutual inquiry regarding the intern's current level of knowledge, skills and experience. The Field Instructor and intern should initially review what the intern brings to the placement and what the agency can provide in the way of relevant and appropriate learning assignments.

All activities and assignments should have a direct relationship to the competencies. The practicum is educationally focused and activities should reflect this focus. Once developed, the Faculty Liaison reviews the completed learning plan to ensure that learning objectives will be addressed and that the supervision structure will support this effort.

The Learning Plan serves as the guiding document for the entire placement. The intern is expected to carry out the learning assignments in order to gain practice experience and to meet the educational objectives contained in the plan.

FOUNDATION LEARNING OBJECTIVES FOR 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.
10. Demonstrate ability to examine his or her practice and uses research to inform and update practice.
11. Demonstrate an ability to self-reflect and use supervision and consultation.
12. Understands and recognizes issues of oppression, social justice, and discrimination.

SEE FOUNDATION LEARNING PLAN FOR SPECIFIC COMPETENCIES AND PRACTICE BEHAVIORS.

California State University, Stanislaus
Master of Social Work Department

FIELD PRACTICUM II
ADVANCED PRACTICUM
(SW5041)

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 integrative practice and builds on the foundation skills achieved during the first practicum. Prerequisite: Prerequisites: SW 5001, SW5010, SW 5031, and two semesters of SW5040.

COURSE DESCRIPTION

The advanced field practicum provides students with comprehensive supervised practice experiences offering students with the opportunity to apply advanced knowledge, skills, values and ethics consistent with integrative social work practice. Students are required to demonstrate advanced integrative practice skills, knowledge, and social work values within agency and professional standards. Integrative practice framework involves applying knowledge, skills and values from five conceptual perspectives to multiple practice approaches. Understanding the complex nature of social issues, the practitioner using an integrative practice framework 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 core change factors. The ultimate goal of integrative practice is to advance social justice.

Students are expected to handle more complex assignments allowing for increased insight and understanding of advanced integrative 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 MSW program goals and student's area of interest (e.g., gerontology, mental health, child welfare). Particular emphasis is on students gaining experience in working with underserved populations, at-risk populations, and culturally diverse populations.

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.

INTEGRATIVE PRACTICE FRAMEWORK

Integrative practice framework involves applying knowledge, skills and values from five conceptual perspectives to multiple practice approaches. Understanding the complex nature of social issues, the practitioner using an integrative practice framework 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 core change factors*. The ultimate goal of integrative practice is to advance social justice.

GRADING

The Field Courses are graded on a Credit/No-Credit basis.

Students must complete the following in order to receive a grade of CREDIT:

1. Complete 250 Field Agency Hours each semester
2. Attend all seminars
3. Successfully achieve the competencies.

Further elaboration on the grading process is described later in the Field Manual.

CONSTRUCTING THE LEARNING PLAN

Developing the learning plan is a collaborative effort, an effort that requires a mutual inquiry regarding the intern's current level of knowledge, skills and experience. The Field Instructor and intern should initially review what the intern brings to the placement and what the agency can provide in the way of relevant and appropriate learning assignments.

All activities and assignments should have a direct relationship to the competencies. The practicum is educationally focused and activities should reflect this focus. Once developed, the Faculty Liaison reviews the completed learning plan to ensure that learning objectives will be addressed and that the supervision structure will support this effort.

The Learning Plan serves as the guiding document for the entire placement. The intern is expected to carry out the learning assignments in order to gain practice experience and to meet the educational objectives contained in the plan.

ADVANCED LEARNING OBJECTIVES FOR SW5041

1. Demonstrates understanding and adherence to social work values and ethics.
2. Demonstrate independent capacity to complete an assessment using an integrative practice framework.

3. Apply appropriate micro and macro practice approaches and demonstrate the ability to adapt intervention strategies for specific populations based on client strengths and social justice issues.
4. Using the integrative framework, collaborate with clients to develop their goals and evaluate their progress.
5. Understand and apply the DSM as it relates to agency practice.
6. In the spirit of inquiry, 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.
7. Apply and promote social and economic justice by advocating and collaborating with larger systems and communities to foster social change, identify community assets, facilitate the development of resources, and support client goals.
8. In the spirit of inquiry, 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.
9. From an integrative practice framework, 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.
10. To support highly differentiated and discriminating practice the student will demonstrate effective oral and written communication skills as they relate to agency practice.
11. Analyze 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, consultation, and continuing education as a means to organize their own approach to integrative practice.

SEE ADVANCED LEARNING PLAN FOR SPECIFIC COMPETENCIES AND PRACTICE BEHAVIORS.

II. Master of Social Work Curriculum

A. Foundation Curriculum: Generalist Practice

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.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

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 student in a foundation field practicum will develop cognizance of the interconnectedness between the individual and his/her environment and understands that the solutions to concerns often require multiple system level interventions. The MSW foundation field practicum provides students with a conceptual lens for viewing the complexity of issues that are often experienced by disempowered individuals, groups, and communities and provides the knowledge, skills, and values for beginning to address such issues. Similarly, foundation field students are equipped with the knowledge, values, skills, and cognitive and affective processes needed to engage in critical reflection and to become creative problem solvers who are cross-culturally aware and committed to social justice within an empowerment and research perspective.

During the foundation curriculum students will apply coursework to direct practice, and develop competency in real practice settings. Consistent with our mission, students are encouraged to examine their day to day experience in the field to develop a full picture of justice. They are further encouraged to engage the practice arena to incorporate a socially just practice. It is expected that Field Instructors engage students in a way that fosters exploration of dimensions of social justice and understanding through the lens of intersectionality

Please see the **MSW Student Handbook** for detailed information related to the sequencing of courses.

TURLOCK PROGRAM: The Foundation Practicum (SW5040) is taken concurrently with the Foundation core practices courses (SW5030 and SW5031). Students must successfully complete 2 semesters of SW 5040 before enrolling in Advanced practice

courses (SW 5032, SW 5033, and SW 5034) and the Advanced practicum course (SW 5041).

HYBRID PROGRAM: The Foundation Practicum (SW5040) is taken after successful completion of the Foundation core practices courses (SW5030 and SW5031). Students must successfully complete 2 semesters of SW 5040 before enrolling in Advanced practice courses (SW 5032, SW 5033, and SW 5034) and the Advanced practicum course (SW 5041).

B. Advanced Curriculum: Integrative Practice

Structured as a single *Integrative Practice* specialization, the advanced curriculum builds on a generalist practice foundation by preparing advanced practicum students to use an integrative practice framework to work with individuals, families, organizations, and communities to promote personal and collective liberation. A fundamental part of the integrative practice framework is the ability to provide multiple system level interventions in the pursuit of social justice. Understanding the complex nature of social issues, advanced practicum students use an integrative practice framework to develop an intervention strategy that simultaneously addresses issues on multiple system levels with the express goals of enhancing client well-being and advancing social justice.

The integrative practice approach of the CSU Stanislaus MSW Program reemphasizes and deeply engages advanced practicum students in an examination of a specific set of five conceptual perspectives (Ecological Perspective, Empowerment Theory, Strengths Perspective, Distributive Justice Model, and Cross Cultural Perspective) originally presented in the foundation curriculum. These practice perspectives are designed to provide advanced practicum students with a robust paradigm for understanding and viewing complex issues related to social justice and oppression and for developing intervention strategies that simultaneously address issues on multiple system levels.

Additionally, in the advanced curriculum, practicum students are introduced to four micro (Solution Focused, Narrative, Cognitive Behavioral, and Family Centered) and four macro (Community Organizing, Community Development, Social Action, and Advocacy) practice approaches. While the conceptual perspectives are designed to provide students with a lens for viewing complex problems, the practice approaches are intended to serve as a means for understanding and guiding one's actions toward socially just practice within the practicum setting. The practice approaches in the advanced curriculum are framed within a context of understanding what extensive research tells us about factors that contribute to positive change.

While utilizing the various practice approaches, the advanced practicum student formulates and incorporates an intervention strategy built on empirically grounded client curative/change factors. Specifically, students are introduced to the extensive knowledge base on change factors (Tallman & Bohart, 1999) and come to understand that while the specific practice approach can contribute to positive change (15%), client strengths, resources, and world view; the relationship between worker and client; and hope and expectancy collectively contribute to the greatest change (85%). Advanced practicum students are thus challenged to ensure that their multiple system level interventions embrace the four curative/change factors regardless of the practice

setting or client population they are engaged with.

Advanced practicum students specifically work with the Integrative Practice in their field education placements to develop their competency in professional social work practice in varied practice settings, with a continual focus on collaboration, empowerment, self-determination, liberation, and social justice. Ultimately, the Integrative Practice framework builds upon generalist practice to provide graduates with a deep understanding and ability to apply an advanced professional social work practice framework and the components of effective practice to collaborate with individuals, families, organizations, and communities to define needs and facilitate and evaluate micro, mezzo, and macro level change.

Please see the **MSW Student Manual** for detailed information related to the sequencing of courses.

TURLOCK PROGRAM: The Advanced Practicum (SW 5041) is taken concurrently with the advanced core practice courses (SW 5032, SW 5033, and SW 5034). Students must successfully complete 2 semesters of SW 5041 to be eligible for graduation.

HYBRID PROGRAM: The Advanced Practicum (SW 5041) is taken after successful completion of the advanced core practice courses (SW 5032, SW 5033, and SW 5034). Students must successfully complete 2 semesters of SW 5041 to be eligible for graduation.

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, both TURLOCK and HYBRID 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 250 Field Agency Hours (each semester), attendance at all seminars, and successfully achieving the Learning Competencies as articulated in the appropriate Learning Plan.

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.

TURLOCK PROGRAM: This 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.

HYBRID PROGRAM: This program uses a block placement field model, which requires students to be in field after they have completed each year's coursework. All students begin field in May and follow the appropriate practicum calendar. Students must remain in their placement throughout the summer, with one day off for Memorial Day and one day off for Independence Day.

All students complete a minimum of 1,000 hours in practicum over the two years (250 hours per semester; 500 hours per year). Both **TURLOCK** and **HYBRID Students must follow their respective field calendars** 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 underserved 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 underserved 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.

C. 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 underserved 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.

D. 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.

E. Administrative/On-site Task Supervisor

An administrative task supervisor provides necessary on-site administrative supervision when an 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:

- Master's degree in a related discipline; for first year students, a bachelor's 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.
- 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.
- Facilitate the development policies and procedures to guide the field practicum sequence and share these policies, procedures and guidelines with participating agencies.
- Facilitate student/agency placement procedures that take into account educational needs and learning objectives of the students, and the experiences the agency has to offer.
- In collaboration with Field Committee, develop and implement a field orientation for incoming students.
- Visit students and field instructors in their agency settings as appropriate.

- Consult and collaborate with faculty liaisons and field instructors.
- Ensure training for all field instructors and task supervisors.
- Ensure relevant training materials are provided to all field instructors and task supervisors, including selected articles and materials, course outlines, reading lists, and bibliographies.
- In collaboration with Field Committee, 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.
- Participate on the Field Committee.

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 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.
- 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 and/or faculty liaison.
- 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 instructor training seminars and complete a minimum of one training every three years
- 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/guide 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 *2 Week 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.

A. Practicum Placement Policies

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

- **Foundation placement** process for TURLOCK and HYBRID students:
 - All students complete an application for a field placement, which is used to determine interests, educational needs, and placement options.
 - The Field Coordinator reviews the applications and refers students to Field Agency interviews.
 - 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.

- **Advanced placement** process for TURLOCK and HYBRID students:

A matching process is used for student assignment to field agencies. Students should be prepared to participate in the following steps:

- Attend an informational meeting in which the process is described in detail.
- Identify possible 2nd year (professional interest) placements by consulting with Faculty Liaison/Professors, reviewing MSW Department list of contracted agencies, consulting with current 1st and 2nd year students, or doing your own research.
- Submit to the Field Office a ranked list of 3 agencies in which you are interested along with your field application, resume and criminal history declaration form.
- The Field Office will aggregate this information and develop a list of students to interview and forward to each agency, along with the appropriate student application and resume.

- Students will contact agencies to arrange interviews using the contact information provided by the Field Office.
 - After interviews are completed, agencies will conduct the interviews and provide ranking information to the Field Office.
 - The Field Office will use this information to make the best student-agency match
 - The Field Office will continue to work with students who do not achieve a match with any of their listed agencies until a placement is found.
 - The Field Office will make a reasonable effort to place students in an agency practicum. Generally, students are given a maximum of three placement interviews. 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 agency sites rate a student unacceptable, the MSW program will consider terminating the student from the program.
- Field Calendar and courses:
 - TURLOCK students begin field placements at the beginning of the fall semester.
 - HYBRID students begin their placements in mid-May.
 - TURLOCK students must enroll concurrently in social work practice, policy, HBSE and practicum courses. HYBRID students must enroll in practicum after completing these courses each year.
 - NO student may 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.
- Additional policies:
 - By signing the field application, students agree that they will accept their assigned practicum site.
 - 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.
 - Criminal 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. All 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:
 - a) To approve the request and facilitate a new placement.
 - b) 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 the Action Plan agreed to by 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 practicum 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.

Requirements for Enrollment

The field component requires students to enroll in the practice, policy and other courses while enrolled in practicum (TURLOCK), or to complete these courses prior to field enrollment (HYBRID). 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, the University, 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

California and Federal law limit 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.

However, students may submit a proposal for an Employer-based Placement. 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. Employment hours may not be counted toward the Field Practicum.

G. Days in Placement

All students attend their placements two days (16 hours) per week on Tuesdays and Thursdays. Any alteration in a student's practicum schedule must be approved by their field instructor and faculty liaison. The field coordinator must be informed. Any changes to the "regular schedule" must be 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 Agency Field Hours of practicum:
- TURLOCK: All students spend 16 hours per week in their agencies throughout the academic year (Fall and Spring semesters).
- HYBRID: All students spend 40 hours per week in their agencies throughout the summer block placement.
- 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.
- Requests to count special activities or trainings towards field hours should be made directly to the field instructor. Any such arrangements must be included in the Learning Plan and connected to a specific competency.
- 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

All students are **required** to attend the Field Orientation each year. 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.

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 specifies any seminar requirements (i.e., *Critical Reflection Logs, journaling, process recording*, etc.). 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:

- Develop skills in analyzing and synthesizing practice skills and experiences.
- Understand the relationship between practice and agency policies.
- Become aware of values, attitudes, and behaviors, and the impact of these attributes on practice.
- Understand and apply the profession's Code of Ethics.
- Develop skills in working with others in a collegial supportive environment.

- Develop an awareness of self in the intervention process.
- Use communication skills in a professional manner.
- Develop skills in presenting case related information and discussing policies impacting the services and interventions.
- Develop skills in discussing issues of conflict including racism, sexism, oppression, sexual orientation, and classism.
- 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 instructor. 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 week of placement.

L. Learning Plan

At the beginning of the practicum, it is recommended that students meet with their field instructor to review learning needs, learning styles, and background of experience. This 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 each competency and learning.

To provide structure and focus, the field practicum sequence uses a learning plan format that includes the evaluation component. Specific foundation and advanced learning plan/evaluation forms are utilized for all placements by the MSW Program. The forms identify the social work competencies and related practice behaviors intended to be completed in the field practicum. Learning assignments are expected to include direct (real) practice activities for each competency, and space is available for writing in specific examples and tasks unique to the placement. These forms also provide a place to rate student's performance at mid-year (after one semester) and final (after the academic year) points. Both the student and the field instructor participate in rating student performance, and both are expected to offer narrative input where ratings indicate, 'Needs improvement.' Field evaluation ratings are reviewed in student, field instructor, and field liaison face-to-face meetings, and mid-year ratings are used to alter, modify, or focus learning needs and activities for the second semester.

The student and Field Instructor should begin building an individualized Learning Plan during the first week of the practicum. This includes reviewing the competencies and practice behaviors, and establishing the activities the student will engage in to demonstrate competency in each practice behavior. The Learning Plan should be reviewed with the Faculty Liaison for final approval during the Learning Plan Meeting within the first 3-4 weeks of placement (For the HYBRID PROGRAM this should occur within the first two weeks of the placement).

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 40 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

Ongoing 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 and Final Practicum Evaluation

The field program recommends that field instructors use the following steps when completing the Mid-year 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 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-year and Final Practicum evaluation includes a review of the student’s learning plan.

Field Instructors complete student performance evaluations at the end of each semester

The evaluation process includes:

- Review of learning assignments.
- Rating of performance regarding each bulleted practice behavior.
- A recommended grade (credit/no credit or incomplete) using the appropriate page 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 time of the evaluation the field instructor, student, and faculty liaison sign the evaluation form. A digital copy is submitted to the Field Office. A copy remains with the field instructor and the student. **The original learning plan with the Mid-year and Final Practicum ratings is submitted each semester to the MSW Field Office.**
- **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 two to three visits each academic year with each student, and more as needed and assessed by the faculty liaison. 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.

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. The Field Office encourages students to be proactive and share relevant background information with their field instructor.

VII. Student Performance Review and Termination

The Social Work Department is strongly committed to helping students maximize their learning opportunities and experiences in both the classroom and field settings. Potential performance concerns and demonstrated difficulties, both personal and educational in nature, require early intervention to allow for positive resolution whenever possible. The expectation is that faculty and students will work collaboratively to address student performance concerns. Early identification of concerns and inclusion of the academic advisor are the ideal approach to identifying necessary support for the student to successfully address concerns.

While the preferred outcome is to support students to address performance concerns, there may be circumstances where it is possible that a student may be terminated from the MSW program prior to completion of the program. Some circumstances under which a student may be terminated from the MSW program include:

- Grade point average falls below 3.0 for more than one semester.
- Receiving no credit in field practicum.
- Failing to meet standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships (for example: unable to demonstrate non-judgmental attitude, unable to allow client self-determination; etc.).
- Consistent failure to meet student learning outcomes or demonstrate the required social work competencies (in class or field placement).
- Unethical behavior as outlined in the NASW Code of Ethics, in a situation where a student knew or should have known that the behavior was unethical.

When university faculty and/or an agency partner (field instructor/task supervisor) identify area(s) of concern, the concern(s) should be immediately communicated to the student and to the academic advisor. The 3-Step process outlined below will be followed and clear documentation is required for each step in the process.

Step 1: Informal Discussion

The faculty member (and agency partner if it involves a field issue) will informally notify the student about area(s) of concern. Both the student and the faculty member should make the academic advisor aware of the situation. All those involved in this informal discussion, including the student, are responsible for keeping their own documentation regarding the concern and suggested course of action. If the concern remains unresolved, the faculty should proceed to Step 2.

Step 2: Formal Meeting & 2-Week Action Plan

A formal meeting between the student, faculty (and agency partner if it involves a field issue) and the academic advisor will occur. Where the faculty member, who brings forward the student concern, is also the student's academic advisor, another MSW faculty member will serve as the academic advisor. The purpose of this meeting is to complete a written 2-week action plan using

the *Action Plan* form. The academic advisor takes a lead in completing the form, with input from faculty (and the agency partner if it involves a field issue) and the student.

All parties who participate in this meeting sign and receive a copy of the 2-Week *Action Plan*. The academic advisor forwards a copy of the *Action Plan* to the MSW Department Chair and places a copy on the student's academic file.

- Possible Outcomes
 1. Concern resolved within the 2-week period
 2. Resolution not reached within the 2-week period, but evidence of progress warrants continuation of the action steps outlined in the plan (update contract with new date of review). Student remains in the class/agency and a revised *Action Plan* is developed.
 3. Faculty (and agency partner if it involves a field issue) monitors student progress during the designated timeframe and provides the student with ongoing feedback. Every effort will be made to provide appropriate learning opportunities allowing the student to demonstrate adequate progress. A student may be required to complete additional practicum hours.
 4. Should satisfactory progress not be indicated within the period of the Action Plan faculty may recommend the concern proceed to the *Student Performance Review Committee* at this time – proceed to Step 3.
- Possible additional outcomes specific to SW5040 & SW5041 (Field):
 5. Faculty, in consultation with the agency partner, may recommend the student be reassigned to another agency. Written documentation detailing the reason for the reassignment, specific expectations, and the objectives of the new field placement will be developed by the field faculty in coordination with the field coordinator. Reassignment requires a clearly defined action plan agreed upon by all parties, including the student.
 6. The student may receive no credit (NC) based on lack of mastery of the course competencies, hours completed, or violation of NASW Code of Ethics or university policy. A student who receives NC in field may pursue a Grade Appeal by following the University's Grade Appeal process.
 7. Students receiving NC in field may be referred to the *Student Performance Review Committee*.

Step 3: Student Performance Review Committee

Faculty requests a student review by the *Student Performance Review Committee*. The request is submitted in writing, along with all relevant documentation to the MSW Department Chair. Once the MSW Department Chair receives all the necessary materials they schedule a *Committee* meeting within 10 working days.

Members of the *Student Performance Review Committee* are determined at the outset of each

academic year and include two MSW faculty members and one external university faculty member (Should a *committee* member be directly involved in the student situation another MSW faculty will be asked to serve on the *committee*). Documentation is provided to the *committee* members to review. Should *committee* members feel they require more information they may request to meet with any of the involved parties in advance of the formal review meeting.

The student is invited to the scheduled *Committee* meeting to present their perspective. The student may choose an advocate to attend the meeting with them. The advocate may be, but is not required to be, the academic advisor. The advocate must be a university faculty, either from within the social work department, or from another CSU university department/faculty.

The purpose of the *Student Performance Review Committee* is to evaluate the student's status in the MSW Program. There are two possible outcomes:

1. If after reviewing the overall situation, the *Committee* determines that the student is to remain in the program, the *Committee* recommends action steps to be taken to provide another opportunity for the student to succeed in the program and provides suggestions for any planning that is needed to support student success.
2. The committee may recommend termination from the program.
 - The committee forwards a written report that outlines the committee rationale and decision to the MSW Department Chair. The MSW Department Chair will communicate the decision of the *Student Performance Review Committee* in writing to the student within 7 business days of the *Review* meeting. The student under review may appeal the decision in writing within 10 business days to the MSW Department Chair. The Department Chair decision will be final.

Emergency Situations or Critical Incidents

In any situation where there is imminent risk to the safety of students or faculty (and/or agency partners/clients) prior procedures are waived and the student is immediately asked to leave the classroom or the field agency. Information regarding the incident will be immediately referred to the appropriate University office (Dean of Students, Public Safety, Red Folder protocol). Under such circumstances, the student/situation will be immediately referred by faculty to the *Student Performance Review Committee*. The *Committee* will meet within 5 working days of the incident to review the student's status in the MSW Program, following the procedures articulated in Step 3.

VIII. Additional Documents

1. 2 - Week Action Plan
2. Sexual Harassment Concerns and the Practicum
3. Using the Learning Plan and Evaluation Scale

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 competencies and practice behaviors 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 (and 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 both the original signed evaluation page and Learning Plan; both the field instructor and student should receive a copy.

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.