

BASW Field Manual

School of Social Work



2011-2012

This field manual is designed to inform and guide BASW students, field instructors, preceptors, field liaisons, and others who are currently, or prospectively interested in, participating in the BASW field education program at California State University, San Bernardino. It is designed to answer the most frequently asked questions about the BASW field education program and its policies and procedures, as well as to clarify expectations, rights, and duties of all involved in a social work field education program. If you have any questions or feedback about any aspect of our BASW field education program or any material addressed in this field manual, you are always welcome to contact the BASW Field Education Coordinator at your convenience. You may also contact our BASW Title IV-E Coordinator, or our Director of Field Education who oversees our entire field education program, which includes all BASW and MSW programs for our School.

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ARE YOU READY FOR FIELD?

- _____ Have you completed SW 300A and B, 302A and B, and SW 301 with a grade of C or better?
- _____ Is your overall GPA 2.5 or better?
- _____ Have you returned the Field Placement Survey to the BASW Field Education Coordinator?
- _____ Have you interviewed at your field placement agency and been accepted by the field instructor and agency verbally or in writing?
- _____ Have you checked with your agency about any pre-placement procedures required – background checks, orientations, etc.?

**If you answered "yes" to all these questions,
*then you are ready for Field!***

Table of Contents

| | |
|---|----|
| 1.0 Introduction And Program Mission, Goals And Objectives | 6 |
| 1.1 School Of Social Work Mission..... | 7 |
| 1.2 Accreditation Standard 2.1 – Field Education | 7 |
| 1.3 BASW Program Mission | 7 |
| 1.4 BASW Program Objectives | 7 |
| 2.0 The BASW Curriculum | 9 |
| 3.0 The Baccalaureate Field Practicum | 10 |
| 3.1 Purpose Of The Baccalaureate Field Practicum | 10 |
| 3.2 Admission To And Structure Of The Baccalaureate Field Practicum | 11 |
| 4.0 Roles And Responsibilities In Field Education | 12 |
| 4.1 Coordinator Of Baccalaureate Field Education | 12 |
| 4.2 Faculty (Field) Liaison | 12 |
| 4.3 Field Instructor | 13 |
| 4.4 Social Work Student | 14 |
| 4.5 Agency/Field Practicum Setting | 14 |
| 4.6 Preceptor | 15 |
| 4.7 Field Sequence Committee | 16 |
| 5.0 Placement Selection Process And Required Field Practicum Components | 16 |
| 5.1 Process For Placing Students | 16 |
| 5.2 Field Practicum Orientation | 17 |
| 5.3 Learning Plans | 17 |
| 5.4 Process Recordings | 18 |
| 5.5 Supervision | 19 |
| 5.6 The Field Seminar | 19 |
| 5.7 Evaluation Of Field | 21 |
| 6.0 Administrative Policies And Procedures | 22 |
| 6.1 Grades | 22 |
| 6.2 Attendance And Punctuality | 23 |
| 6.3 Confidentiality | 23 |
| 6.4 Field Days And Hours | 23 |
| 6.5 Furloughs And Mandated Time Off | 24 |
| 6.6 Holidays | 24 |
| 6.7 Illness And Other Emergencies | 25 |
| 6.8 Insurance | 25 |
| 6.9 Policy And Procedure For The Use Of Employment Setting For Practicum | 25 |
| 6.10 Policy And Procedures For Application Of Special Circumstances | 26 |
| 6.11 Withdrawal From Field Practice Enrollment | 27 |
| 6.12 Agency Dismissal Of Students From Field Practice Sites | 27 |
| 6.13 Interruption Of Field Work | 28 |
| 6.14 Grievances And Appeals | 28 |

| | |
|---|----|
| 7.0 Field Instructor Certification Training Program And Communication | 28 |
| 7.1 Special Note To Agency Executives And Field Instructors | 29 |
| 7.2 Orientation Check List for Social Work Interns & Field Instructors..... | 29 |

1.0 Introduction and Program Mission, Goals and Objectives

Welcome to the California State University, San Bernardino, Bachelor of Arts in Social Work Field Practicum Program. This Field Manual has been developed to provide information and guidance for students, Field Instructors, faculty, and others involved in the Field Program. The manual begins with a brief overview of the mission and goals of the School of Social Work, the objectives of the BASW program and curriculum. Next, the purpose and structure of the Field Practicum program is covered, including required hours, criteria for admission to field education, placement procedures, procedures and qualifications for selecting field sites and instructors, expectations of students in the field, and the learning agreement that shapes the student experience in the Field Practicum.

The field education program is a means to achieve the objectives of the BASW Program at CSUSB. It is also structured to meet the Accreditation Standards of the Council on Social Work Education (CSWE), in particular Standards 2.1.1 through 2.1.8.

1.1 Accreditation Standard 2.1—Field Education

The program discusses how our field education program:

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Further information on the 2008 Educational Policy and Accreditation Standards (EPAS) accreditation may be found on CSWE's website webpage:

<http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf>

1.2 School of Social Work Mission

The mission of the Social Work Program at California State University San Bernardino (CSUSB) is to provide high quality generalist and advanced Social Work education for the Inland Empire and, thus, expand and improve professional services, offer leadership in the community, and add to the knowledge base of the profession. Towards that end, its goals are as follows:

1. To prepare social workers to be generalist and/or advanced practitioners at the micro and macro level;
2. To prepare social work professionals who are able to work effectively with diverse populations;
3. To help meet the social service needs of the Inland Empire by contributing scholarship, direction and leadership for a range of social service issues.

1.3 BASW Program Mission

The BASW Program shares the mission and goals of the School of Social Work. In this way, it is clear that the School as a whole is working toward the same ends. Where the BASW program differs is in the objectives it has identified as appropriate to undergraduate social work education.

1.4 BASW Program Objectives

Graduates of the BASW Program will demonstrate:

1. The ability to apply critical thinking skills within the context of professional social work.
2. An understanding of the value base of the profession and its ethical standards and principles, and to practice social work accordingly.
3. An understanding of the forms and mechanisms of oppression and

- discrimination and the ability to apply strategies of advocacy and social change that advance social and economic justice.
4. Knowledge of the history of the social work profession and its contemporary structures and issues.
 5. The knowledge and skills of generalist social work practice with systems of all sizes.
 6. Knowledge and ability to apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
 7. The ability to analyze, formulate and influence social policies.
 8. The ability to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
 9. The ability to use communications skills differentially across client populations, and other systems (e.g., colleagues, organizations, communities).
 10. The ability to use supervision and consultation appropriate to social work practice.
 11. The ability to function within the structure of organizations and service delivery systems and seek necessary change.
 12. The ability to practice without discrimination, but with respect and skills that reflect an understanding of diversity related to client age, class, color, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, medical and psychological issues, and any other type of human diversity.
 13. Knowledge of the social welfare needs, strengths, and resources in the Inland Empire.

Additional Program Objectives

14. To create an accessible educational environment supportive of a student population diverse in many respects including ethnicity and family traditions of higher education.
15. Faculty will demonstrate leadership service to social service agencies in the Inland Empire.

16. Faculty will contribute to the knowledge base of the profession through professional presentations, authoring journal articles, book chapters, books.

2.0 The BASW Curriculum

The Bachelor of Arts degree in Social Work (BASW) encompasses a liberal arts perspective and a professional foundation. The liberal arts perspective provides broad-based knowledge and prepares students to think critically and communicate effectively about society, people and their problems, art, literature, science, history, and philosophy. The liberal arts base is gained through required general education courses and other specified prerequisites.

The professional foundation teaches students about social work values and ethics, human behavior and the environment, social work practice, research, social welfare policy and services, and provides the opportunity to apply this knowledge through field practicum.

The BASW prepares students for generalist social work practice for work in agency settings with individuals, families, groups, and communities who are encountering problems related to personal or social circumstance. The curriculum is intensive and exciting and applies to a wide variety of social work client populations. The BASW upper division curriculum was developed based upon the standards of the Council of Social Work Education (CSWE), the national accrediting body for social work programs. The BASW Program successfully attained candidacy status from CSWE in June of 2003, the first step toward becoming a fully accredited program.

Below is a table indicating the courses in the major and when they are taken. More detailed information on the curriculum is available in the BASW Student Handbook, or the Social Work School Website at <http://socialwork.csusb.edu>

Table 1: Courses in the Social Work Major

| COURSE | PREREQUISITE |
|---|---|
| SW 200 Introduction to Social Work | Pre-major course |
| SW 300A Policy I | Admission to Major |
| SW 300B Policy II | SW 300A |
| SW 302A Human Behavior in the Social Environment I | Admission to Major |
| SW 302B Human Behavior in the Social Environment II | SW 302A |
| SW 301 Research | Admission to Major |
| SW 400A Social Work Practice: Individuals | Completion of courses below 400 level and consent of instructor |
| SW 400B Social Work Practice: Families and Groups | 400A and consent of instructor |
| SW 400C Social Work Practice: Organizations and Communities | 400B and consent of instructor |
| SW 401A Field Work | Completion of courses below 400 level and consent of instructor |
| SW 401B Field Work | Completion of courses below 400 level and consent of instructor |
| SW 401C Field Work | Completion of courses below 400 level and consent of instructor |
| SOC 590 Elective | Special topics in social work. May be repeated for credit with consent of instructor as topics change. Prerequisite: junior, senior or graduate standing. |

3.0 The Baccalaureate Field Practicum

In this section of the Field Manual, the purpose and structure of the Field Practicum is explained, including criteria for admission to Field, integration with other BASW courses, the objectives of Field Education, and hours per week. In Section IV which follows, a more detailed explanation of the partnership between the respective roles of students, CSUSB faculty, and field agencies is presented.

3.1 Purpose of the Baccalaureate Field Practicum

The BASW program prepares its graduates for beginning generalist practice. The purpose of the baccalaureate field practicum is to assist in the attainment of the objectives of the

BASW program, which reflect the knowledge, skills and values of the social work profession. The Field Practicum is an essential element of the curriculum in which students apply and deepen their knowledge, skills and values. The Field Practicum also offers the opportunity for evaluation of the student's ability to apply social work knowledge, skills and values by an experienced social work professional.

We have selected a model of Field Education that is not the final phase of formal learning, but rather is ongoing and concurrent with classroom experience. We believe that learning in the field and in the classroom will be enhanced by the opportunity to immediately observe knowledge taught in the classroom and to immediately apply skills mastered in the classroom. Conversely, observations from the field will reinforce theory, knowledge and skills from the classroom setting.

3.2 Admission to and Structure of the Baccalaureate Field Practicum

Students will be admitted to Field only when they have completed SW 300A and B, SW 302 A and B, and SW 301 with a grade of C or better. Students must also have an overall GPA of 2.5 to enter Field. This educational attainment and the initial screening to enter the program fulfill CSWE accreditation standard 2.1.2.

The BASW Field Coordinator is responsible for placing students. Students will be surveyed on their preference for placements and any special needs (e.g., location) in spring quarter of their junior year. Most placements will be made by the end of the quarter. A Field Orientation is held spring quarter as well as on the second Wednesday afternoon in September before the fall quarter begins

Students seeking to transfer to CSUSB's BASW program for their senior year must apply to the program in spring prior to the desired academic year to secure a field placement. The program may not be able to accommodate students who apply after the normal time when students are placed.

Students will begin their practicum at an agency at the start of their senior year and they will remain at that agency all three quarters. The field practicum courses, SW 401A, B and C, are taken sequentially during the senior year and must be taken concurrently with SW 400A (Fall), SW 400B (Winter) and SW 400C (Spring).

Students are placed under the supervision of an approved agency employee who is their Field Instructor. The Field Instructor meets weekly with each student for a minimum of one hour of supervision to help the student integrate course material into his or her own practice. Students spend a minimum of 16 hours per week for a minimum total of 160 hours each quarter in the agency learning and participating in the functions of that agency. A minimum of 480 hours of field experience is required for each academic year. This number of hours fulfills CSWE accreditation standard 2.1.1.

4.0 Roles and Responsibilities in Field Education

In this section of the Field Manual, our philosophy of partnership between the University, community agencies and students in achieving student learning is expressed and the roles and responsibilities of each of the partner's roles are delineated.

Training future social workers is a three-way partnership between the University, the community agency, and the student. The practicum is the experience that integrates the theoretical knowledge and classroom skills in a practice setting. Students are provided two social work mentors – one from the University known as the Faculty Field Liaison, and the other from the community agency known as the Field Instructor. Working relationships are maintained through agency visits, telephone contacts, and written communication. Students are encouraged to be active learners and seek guidance from their two mentors.

In addition to the student, the Faculty Field Liaison and the Field Instructor, there are several other persons or entities with roles and responsibilities in Field Education: the Coordinator of Field Education, the Field Committee, the agency, and, in some cases, the Preceptor. Each of these roles is described below.

4.1 Coordinator of Baccalaureate Field Education

The Coordinator of Baccalaureate Field Education must be a graduate of an accredited MSW program and assumes the overall responsibility for the administration of the field practicum. This includes developing field placement sites, providing orientation and training, maintaining effective working relationships among agencies, students, and Field Liaisons, and resolving field-related problems.

Along with the BASW Program Director, the Coordinator of Baccalaureate Field Education is responsible for developing the field practicum curricula. Importantly, the Field Coordinator is also responsible for making arrangements for the placement of students in practicum settings complimentary with their interests and learning needs.

As needed, the Field Program may also have an **Assistant Coordinator of Baccalaureate Field Education** who will assist with the day-to-day administration of the BASW Field Program.

4.2 Faculty (Field) Liaison

The Faculty Liaison, also referred to as the Field Liaison, must hold an MSW from an accredited program of social work. He or she is the faculty member who serves as an educational consultant to the Field Instructor (described in the next section). The Faculty Liaison approves the Learning Plan Agreement/Comprehensive Skills Evaluation for the student, holds regularly scheduled conferences with both the student and Field Instructor, facilitates the Integrative Field Seminar, evaluates the student's learning, and assigns a grade of credit/no credit.

The Faculty Liaison visits the agencies, maintains ongoing communication with the Field Instructor and participates in student and Field Instructor orientations, seminars and other field meetings. The Faculty Liaison reports on student progress to the Coordinator of Baccalaureate Field Education and coordinates individual student education issues between the School of Social Work and the field instruction agency.

4.3 Field Instructor

The Field Instructor is the student's teacher and supervisor in the placement site. The Field Instructor provides ongoing feedback, supervises, teaches, and assesses student acquisition of knowledge, skills, and values. In collaboration with the student, the instructor is responsible for developing a student Learning Plan Agreement/Comprehensive Skills Evaluation based upon the criteria established by the BASW Program. The Field instructors are selected for the quality of their field instruction and commitment to educational standards of the BASW Program.

The Field Instructor holds an MSW from an accredited school of social work and has at least two years of post-MSW practice experience and at least six months at the current field site or program. The BASW Program may, on an individual basis, evaluate and accept other combined training. In such situations, close supervision of the Field Instructor must be provided by the Faculty Liaison and the arrangement must have the advanced approval of the Coordinator of Baccalaureate Field Education.

To ensure the highest quality field experience for our students, it is expected that the Field Instructors will:

1. Complete the required certification training including an orientation to the School's curriculum (see section VII Field Instructor Certification Training Program and Communication);
2. Develop a clear learning contract with the student concerning performance expectations. These expectations must be stated in terms of behavioral learning goals, methods of achievement and standard of measurement through using the Learning Plan Agreement/Comprehensive Skills Evaluation;
3. Provide at least one hour a week for individual supervision with the student or a combination of individual and group supervision that combined totals at least one hour per week;
4. Provide feedback to the student concerning his/her performance in writing on an ongoing basis, including completing the mid-quarter student evaluation every quarter if the Field Instructor and/or Preceptor has any concern about any aspect of the student's performance, professionalism, adherence to the NASW Code of Ethics, etc.;
5. Make available or develop specific practice opportunities that will enable the

student to fulfill the expectations of the learning contract;

6. Inform both student and Faculty Liaison about any unusual opportunities, conditions, or problems at the earliest possible convenience; evaluate student progress on an ongoing basis; and involve the student in the preparation of these evaluations.

4.4 Social Work Student

Social Work students are adult learners with life experiences that are to be respected. As adult learners, students are expected to take an active role in the learning process, build upon their reservoir of experience, and relate past experiences to current problems.

Specific Responsibilities of the Student:

1. Be a proactive learner by regularly seeking guidance from both the agency Field Instructor and the Faculty Field Liaison.
2. Fulfill the required minimum number of field hours
3. Meet weekly for a minimum of one hour of supervision with the agency Field Instructor.
4. Attend orientations and other meetings as may be arranged by the BASW Program.
5. Negotiate an educational Learning Plan Agreement/Comprehensive Skills Evaluation with the Field Instructor and in consultation with the Faculty Field Liaison.
6. Attend monthly Integrative Field Seminars.
7. Meet requirements specified by the agency.
8. Participate in his/her quarterly evaluations.
9. Participate in mid-quarter conferences with Faculty Field Liaison and Field Instructor to discuss performance evaluations, if and when the Field Instructor deems that such an evaluation is warranted and would be helpful.
10. Complete all oral and written practicum course work and agency assignments in a timely manner.
11. Accomplish the goals of the Practicum Learning Contract successfully.
12. Conduct oneself as a professional social worker, including arriving to field, meetings, field seminars, classes, etc. on time, not engaging in disruptive or disrespectful behavior, etc.
13. Practice within the NASW Code of Ethics.

4.5 Agency/Field Practicum Setting

Students will only be placed in agencies that have been screened and with whom a placement agreement has been assigned by the Field Coordinator. Field agencies are approved based upon their ability to provide students with the opportunity to acquire

practical professional experience through instruction and supervision activities that are reflective of the School's overall curriculum goal. The following are used to assess the agency's capacity to provide appropriate field placements:

1. Acceptance of active collaborative participation in the professional education for social work. This is a basic requirement involving the acceptance of the NASW Code of Ethics, the School's mission, objectives, and program curriculum, as well as a readiness to invest in the social work education process.
2. Capacity to designate an agency professional to serve as Field Instructor (see Roles and Responsibilities section). Agency Field Instructors should assess their workload in order to assure adequate time to meet student needs. Thus, agencies considering becoming a field placement site should assess very carefully their ability to assume the obligations involved and advantages derived from the venture.

Other agency expectations include:

1. A commitment to high educational standards as reflected by the Council on Social Work Education.
2. The overall responsibility for the development of the agency's participation in this social work educational joint venture should rest with the agency's Executive Director or senior staff member.
3. Learning experience with individuals, families, groups, agency administration and communities (as indicated by the Learning Plan Agreement/Comprehensive Skills Evaluation) must be made available by the agency.
4. The agency will be expected to assure the availability of records prepared by students for learning instruction and evaluation at the School, subject to professional safeguards.
5. Physical facilities necessary to accommodate students will be provided by the agency. When possible, these will include desk space, a meeting room for seminar instruction where indicated, facilities for private interviewing, tutorial instruction, resources necessary for home visits, provisions for essential clerical services, and compliance with the Americans with Disabilities Act.

4.6 Preceptor

While the Field Instructor has overall responsibility for the student's instruction in the placement setting, a preceptor may provide additional instruction or supervision. The preceptor is a secondary source of information and guidance, for example, for a specific service assignment, or to provide day-to-day administrative supervision. The preceptor may be a BASW or non-BASW. A plan to utilize preceptors must be approved by the Coordinator of Baccalaureate Field Education. The use of preceptors is considered an enrichment to field education, but does not substitute for the minimum hour of supervision/instruction by the Field Instructor.

4.7 Field Sequence Committee

The Field Sequence Committee is a sub-committee of the School of Social Work Curriculum Committee. The School of Social Work Director appoints the chair of the Field Sequence Committee and its faculty members. The School Director appoints representatives from placement agencies and students to augment membership to the Field Sequence Committee. This committee advises the Coordinator of Baccalaureate Field Education on field-related matters such as selection of sites, placement problems, and issues related to integration of classroom learning with field education. It recommends curriculum policy changes to the Coordinator of Baccalaureate Field Education for submission to the Curriculum Committee. The Field Sequence Committee will meet quarterly and at the call of the Chair.

5.0 Placement Selection Process and Required Field Practicum Components

This section of the manual covers the process for selecting the student's field site and the required components of field: 1) field orientation, 2) Integrative Field Seminar, 3) the Learning Plan Agreement/Comprehensive Skills Evaluation, 4) process recording, 5) supervision and evaluation. Participation in each of the required components is essential to achieving the objectives of the field program. Students should be familiar with all the required components of field and plan to participate in each. The components of field are intended to provide orientation to the experience, to provide guidance in shaping the experience to the particular student and agency while meeting BASW program objectives, and to provide the necessary supervision and evaluation necessary to achieving and assessing learning objectives.

5.1 Process for Placing Students

In order to ensure that the learning needs of students are met, a formal process for selecting Field Placements sites has been developed. The process contains multiple steps to ensure that the placement sites have the expertise and capacity to properly train students and that the roles and responsibilities of the partners in the Field Education process (University, agency, student) are clearly understood before students are placed in an agency.

1. On the basis of student interests, learning needs, agency resources, and in some cases personal circumstances, the Coordinator of Baccalaureate Field Education assigns placements spring quarter prior to the senior year.
2. After the Coordinator of Field Education has identified the placement site that best meets the student's needs, a formal referral is made to the student and that agency by the Coordinator of Field. The student is then instructed to call the appropriate agency official (usually the Field Instructor) for an interview. The purpose of the interview is to confirm that the placement is acceptable to both the student, the prospective Field Instructor and any other interested agency official.
 - If the placement is acceptable to all parties involved, confirmation of this is

- communicated and shared by the Field Coordinator.
- If the student is unacceptable to the prospective field instructor, this information will be communicated to the Field Coordinator and the Field Coordinator will discuss with the student the rationale for the non-acceptance.
- The Field Coordinator will arrange a second interview for the students.
- If the student is accepted for the second field placement, the above process will be followed.

A student is permitted only two field placement interviews. If, however, the student is not accepted for the second field placement, the Field Coordinator will discuss the rationale for the second non-acceptance with the student and, depending on the reason or concern for the non-acceptance, may address this matter with the BASW Field Education Committee as to the appropriateness of the student for the social work profession.

Students are prohibited from arranging their own field placements independent of the BASW Field Coordinator's involvement and formalized field agency and field instructor interviewing procedures and may be rejected by the Field Coordinator for any reason.

5.2 Field Practicum Orientation

A brief orientations to field may be held in the Spring quarter of the junior year of the program and in early Fall (in the later afternoon or early evening on the second Wednesday in September each year). The purpose of orientation is to provide an overview of the various roles, responsibilities and expectations of the student, Field Instructor, Faculty Liaison, and Coordinator of Baccalaureate Field Education. It also provides an opportunity to discuss issues and concerns with various faculty members, Field Instructors, and students involved in the educational process. The first orientation will be a general overview, the second will be focused on the details of the field components and requirements. All students are expected to attend all provided field orientations.

5.3 Learning Plans

At the beginning of the academic year, the student, in consultation with the Field Instructor and Field Liaison develops a learning agreement structured by the Learning Plan Agreement/Comprehensive Evaluation of Skill form (LPA), which is accessible at <http://www.runipt.com>. The Field Coordinator and Field Liaison(s) will provide a training on how to access and use the IPT program during the fall pre-field orientation on the second Wednesday in September. The learning objectives and the observable competencies in the LPA are based upon BASW Program Objectives.

The purpose of the agreement is to formalize the expectations for student performance in achieving the field practicum learning objectives. The Field Instructor and the student review the objectives and the observable competencies to focus the students' activities on achieving the competencies so that the Field Instructor may later evaluate the student on the competencies.

Learning Plan forms contain space to enter general identifying information such as student

name, name and address of placement site, name and telephone number of the Field Instructor, etc. Headings that are bolded list each of the BASW Program objectives that are expected to be addressed through Field Education.

In the left hand column, there are many suggested activities that should lead to attainment of the objective as listed in the middle column. Field instructors may add activities based on agency-specific opportunities, but are not required to do so.

The final column is for evaluation of the attainment of the objective. Toward the end of each quarter, the Field Instructor rates the extent to which the observable indicators of objective attainment were achieved. It is expected that activities in the first quarter will help the student to begin to master the competencies, that the competencies will be further reached in the second quarter and that it may not be fully reached until the last quarter.

Learning Plan Agreement/Comprehensive Skills Evaluation Development Procedure

The following procedure is recommended beginning the first week of field placement:

1. The student reviews the BASW program objectives and observable indicators listed on the form.
2. The student discusses the objectives and observable indicators with the Field Instructor.
3. The student and Field Instructor together review suggested learning activities and add activities if applicable to the Learning Plan Agreement/Comprehensive Skills Evaluation form and agree on a learning plan for the year.
4. The Field Liaison reviews the plan and discusses the plan with the student and Field Instructor.
5. The Learning Plan Agreement/Comprehensive Skills Evaluation should be completed by the 3rd week of placement.

5.4 Process Recordings

Process recordings (written and/or auditory) in conjunction with regular supervisory guidance are important tools in the learning process. The process recording is an educational tool that helps the student review, reflect, internalize, assess, and understand the client encounter, including the latent issues and feelings that contribute to that interaction. It affords the student the opportunity to explore and apply the conceptual knowledge from the classroom to real practice.

Students are required to complete at least six process recordings a year. Each process recording needs to be reviewed by their field instructor with written comments, turned into their field instructor at least two weeks prior to seminar, and the reviewed copy is to be turned in to their field liaison on the day of the scheduled seminar. Please refer to your seminar syllabus for the due date of the process recording.

The format for the process recording will be reviewed at the Pre-Field Orientation and/or will be covered in the Field Seminars and are available at the BASW Field Practicum webpage.

5.5 Supervision

Regularly scheduled, individual, one-hour weekly conferences with the Field Instructor are a required part of the field practicum program. These meetings must be documented. The conference is a mutually interactive process between the Field Instructor and the student. It is used to assess learning activities, including integration and generalization of concepts from the classroom to the field experiences, and to resolve problems. The supervisory conference provides an opportunity for the Field Instructor to give ongoing feedback concerning the student's performance in relation to practicum objectives. Field Instructors may utilize process recordings, case histories, and presentations to explore case dynamics, client-student interaction, and systematic thinking.

While other learning opportunities are encouraged, such as attending trainings, workshops, lectures, conferences, etc., these are not substitutes for the one hour of weekly individual or combination of individual and group supervision sessions.

No block placements (40 hours per week) are available and no social work field work is currently available in the summer. Additionally, unless an agency has a formal policy/intern program that requires their students to begin Field before the School's official first day of field, students may not begin Field before this date. Internships typically do not extend into the summer months beyond the School's official last day of Field. However, if an agency wishes to retain their intern to continue work beyond this date, the student is no longer operating as a student intern of the CSUSB School of Social Work. Accordingly, the student is not covered by the University's malpractice policy beyond the official last day of Field.

5.6 The Field Seminar

Integration of information learned in the classroom with experiences in the field is a critical part of professional learning. In addition to the supervision provided by the Field Instructor as described above, students are required to participate in a monthly three-hour Field Seminar which is led by the Field Faculty. Field Seminars usually meet once a month on a Friday from 9:00 A.M. to 12:00 P.M., and students are strongly discouraged from matriculating in other classes that might conflict with it.

Attendance:

The Integrative Field seminar is part of students' concurrent learning with their field placement. **Attendance is required.** Any unavoidable absence should be discussed as soon as possible with your faculty liaison before the seminar, and the field liaison may

require an additional assignment from the student. For example, a 5- to 10-page typed double-spaced paper with references on the topic missed may be required. Even if the student completes the required papers, still no more than two field seminars for the entire academic may be missed for ANY reason. Missing three field seminars for any reason will result in a "no credit" grade for field seminar and field placement (SW401A, B, or C).

Should this occur, the student will not be permitted to continue in the BASW program that academic year, will be required to re-enroll in not only the field seminar and field placement the following year, but also the social work practice course (SW 400A, B, or C) the following academic year because the BASW curriculum is sequential in nature. The student may be required to repeat that entire academic year of field seminar and placement, as well as the social work practice courses, depending on how well the student was performing up till the time of the "no credit" determination, and pending a decision rendered by the Student Review Committee on this matter. Additionally, it should be noted that excessive and/or regular tardiness or leaving the seminars prematurely may constitute an absence from a field seminar, and this determination is made by the student's field seminar instructor.

Grading Policy:

Grades for SW 401ABC are based on the field placement (LPA) evaluation and active participation in the field seminars. The **CREDIT/NO CREDIT** system of grading applies to field work and field seminar. The faculty liaison/seminar leader, based on these criteria, makes the determination of the grade for fieldwork:

1. Student performance and participation in field work seminar
2. Completion of required assignments for field work seminar
3. Student performance in the agency placement as reflected in the written evaluation by the field instructor and any meetings with the field instructor, student and faculty liaison/seminar leader.

Failure to perform satisfactorily in any of these areas may result in a grade of **NO CREDIT**. If at any time there is concern that a student is not making satisfactory progress, the field instructor will contact the faculty liaison/seminar leader to discuss a plan with the student for remediation.

An **INCOMPLETE** ("I") grade is given when field placement and/or field seminar requirements have been substantially completed by the student by the end of the quarter, but can be completed before the beginning of the subsequent quarter during the quarter break (applicable to fall and winter quarters) or before the end of finals week during the spring quarter. Before granting permission to receive an "I" grade, the student must have been making satisfactory progress in his/her field placement and field seminar. When all outstanding work has been completed by the above-identified timeframes, the student's grade will be changed to **CREDIT**.

5.7 Evaluation of Field

Evaluation in Field Education consists of ongoing evaluation of the student's progress in supervisory meetings or other formal or informal discussion, as well as structured, written, mid-quarter and quarterly evaluations of student progress in meeting the objectives of the Learning Plan Agreement/Comprehensive Skills Evaluation. In addition, students have the opportunity to evaluate the practicum site, the placement process, the Field Liaison(s) and seminars; and the Field Instructor and agency have the opportunity to evaluate the Field Education program.

Any doubts about the student's progress by the Field Instructor or Faculty Liaison should be brought to the attention of the student and Faculty Liaison as soon as possible so that corrective action may be initiated. If the Field Instructor and student, with the assistance of the Faculty Liaison, are unable to resolve the problem, then the issue will be brought up before the BASW Student Review process as outlined in the Student handbook.

Written Evaluation of Students

The Field Instructor electronically submits a completed Quarterly Learning Plan Agreement/Comprehensive Skills Evaluation for each of his/her students towards the end of each of the three academic quarters (fall, winter, and spring). The Field Instructor evaluates the student on his/her performance and progress in relation to the specific objectives as developed in the student's individual Learning Plan Agreement/Comprehensive Skills Evaluation, as well as the student's development as a professional social worker who presents and demonstrates the values, ethics, and behaviors articulate in the NASW Code of Ethics.

The following procedures are recommended:

- Step 1. Prior to the due date, the Student completes a self-assessment of him-/herself using the electronic Learning Plan Agreement /Comprehensive Skills Evaluation (LPA) located at the IPT website (<http://www.runipt.com>)
- Step 2. The Field Instructor completes the same document, evaluating the student on all of the competencies listed therein.
- Step 4. The Student and Field Instructor review their completed LPA during a weekly supervision meeting to discuss their other's ratings, and to process any differences that may exist.
- Step 5. The Field Instructor electronically saves and submits the LPA to the School via the IPT website.

Mid-Quarter Evaluations are less formalized than the Quarterly Evaluations, and are

designed to address any issues, problems, or any changes in the LPA (e.g., new, modified, or changed learning objectives, tasks, etc.) which need to be communicated to the Field Liaison and/or the BASW Field Education Coordinator. These, too, are submitted electronically via IPT.

Additionally, the School strongly recommends that field instructors include "narratives" of their student intern's progress to identify the student's strengths and areas needing improvement in more detail/specificity. If no specific space or box is provided by IPT, you may use IPT's e-mail function to include your narratives as part of the Quarterly Evaluation. Identifying this entry before entering text would be helpful, e.g., typing "Narrative for Bob Baker's Fall Quarterly Evaluation" in your e-mail's "subject" box.

Other Evaluations

The field practicum program is a collaborative effort between the agencies, Field Instructors, Faculty Liaisons and the Coordinator of Baccalaureate Field Education. In order to ensure that the overall program continues to function at the highest possible level, the following evaluation procedures will be followed at the end of each field practicum year.

Written and verbal feedback will be sought from students and Field Instructors as to what was most helpful in the field education program and what changes they would recommend. Students and Field Instructors are encouraged to provide this feedback on an agency basis as well.

6.0 Administrative Policies and Procedures

6.1 Grades

The student receives a grade of credit/no credit for the Field Practicum course. The Field Instructor recommends the grade to the Faculty Liaison using the electronic Quarterly Evaluation (at IPT's website). The Faculty Liaison submits a final grade to the University along with the written evaluation each quarter to the School clerk or secretary for filing in the student's individual School record.

A grade of No Credit requires the student to repeat that quarter of field and will require a change of field placement the following year. If a change in placement becomes necessary, the policy of Withdrawal from Field Practice Enrollment applies.

On occasion an "incomplete" may be granted for Field. The student is responsible for discussing the need for the incomplete with the Field Instructor and Faculty Liaison. Subsequently, the student develops a plan for making up missed work that is agreed to by the three parties and approved by the Coordinator of Baccalaureate Field Education. The plan may also be presented to the Student Review Committee by the Faculty Liaison. In most circumstances, the use of "incomplete" should be used only in response to an extended episode of illnesses.

6.2 Attendance and Punctuality

Students are responsible for observing regular agency working hours as arranged by the Field Instructor. Both the field agency and student should keep a record of attendance in order to certify the completion of a specific number of practice hours at the end of the quarter. Students are provided a form for this purpose and may be downloaded from the School's website, or any time sheet provided by the field instructor or preceptor is acceptable as well. Students are also expected to arrive to field placement on time (i.e., *before* the start of his/her shift) and not leave until their entire shift is completed. Field is to be approached like a "real job" and you are accountable as such. Attendance and punctuality reflect well (or poorly) on a professional, and remember that you may one day need a letter of recommendation from your field instructor and/or preceptor when you apply to an MSW program, and/or a job interview at another agency, or that of your field placement. Any time missed from field placement must be made up, as well as any supervision and assignments, within a reasonable time, which should be ASAP. *Please refer to Sections 2.8, 2.9, and 2.10 in your Student Handbook regarding our Policy on Course Absences.*

6.3 Confidentiality

Students must follow the NASW Code of Ethics and all agency policies on confidentiality. All related schoolwork, including class discussions and all written material (including e-mails and all other forms of communication), should not contain client names or other identifying information and should be adequately disguised to preserve client anonymity.

When confidentiality cannot be adequately maintained, the student must, prior to disclosure, obtain a written consent for release of confidential information in keeping with the agency's procedures on confidentiality.

6.4 Field Days and Hours

BASW students enroll in the Field Practicum every quarter during their final, senior year. Students must complete a minimum of 480 hours of field during the academic year, or a minimum of 160 hours for each of the three quarters. Field days and hours are arranged by mutual agreement between the student and the field agency and should reflect two eight-hour work days per week. Field days and hours may not conflict with the class schedule or other school requirements, and students may not attempt to change the two, eight-hour field days arrangement with the field instructor or agency without first consulting his/her field liaison and/or Field Coordinator.

Some portion of the practicum hours may take place after regular hours during the regular academic year, provided that supervision at an acceptable level is available to the student at the agency/site and that a request is first made to the student's field liaison and approved by the student's field instructor and/or preceptor. At least 8 hours per week must

take place during the agency's regular scheduled work week (usually Monday – Friday 8 a.m. to 5 p.m.) There are no practicum placements available that are entirely during evenings and/or weekends. As agreed to by students before entering the program, the BASW field education program cannot guaranty that such arrangements can or will be available.

The 480 hours of field practicum is a minimum requirement to complete the Bachelor of Arts in Social Work degree. Agencies, as a condition of accepting students for placement or in consideration for pay, may require additional hours. Such requirement must be mutually understood and accepted prior to placement. The nature of clients' needs is primary and also may require additional hours. These hours are a condition of placement and cannot be credited toward future practicum time to shorten the quarter or enable the student to complete the field placement before the end of each academic quarter.

Students may not finish their field placement before the last day of field as scheduled on the yearly published Field Education calendar. The purpose of this limitation is to ensure that field practicum remains in sequence with the students' practice classes. Students may not "bank" field hours to complete any quarter before the official last day of field placement before each quarter officially ends, however students, only with the permission of his/her field instructor, preceptor, and field liaison, may accrue a maximum of 24 hours (3 days) during the academic year to compensate for any days missed in field as the result of illness, personal/family emergency, etc. Students, however, should not use these days for other purposes, such as study for exams.

Students who cannot comply with or complete any part of a required social work course or field placement, as the result of an extended illness or personal emergency, such that they cannot received a "credit" grade for either may have to withdraw from the BASW program that year and arrange with his/her academic advisor how s/he can best continue in the program to complete the BASW degree the following year. Students may not extend field placements into the summer months because they cannot receive the necessary educational support after the academic year is completed.

NOTE: The purpose of Field Education is to master the required competencies, not merely to log the minimum required hours.

6.5 Furloughs and Mandated Time Off

Some agencies mandate their employees to take furloughs from work or other time off, for example, the day before or after a holiday. These are not regular holidays. Therefore, if the student's placement time is affected by such days/time off, such time would need to be made up by the student.

6.6 Holidays

Students are allowed to miss days in field that fall on holidays that are observed by their field agency, and they are not required to make these hours up. The logic behind this

policy is that the student is willing and able to show up for field placement, but was unable to complete his/her hours due to circumstances out of his/her control. Students may observe other religious holidays not observed by his/her field agency, but these are treated as absences to be made up by the student.

Should the field agency be open on a holiday that is observed by the University, the student must report to field. Failure to do so will result in an absence from fieldwork, and this time will have to be made up by the student. The student should discuss the field agency's and the University's holidays with his/her field instructor during the first few weeks of the fall quarter to avoid any confusion or misunderstandings about attendance. In some cases, a student may be asked or required, depending on his/her field agency and terms of the internship, to report to their field agency during a school break, e.g., winter or spring break, if doing so would be in their clients' best interest. This is in keeping with the NASW Code of Ethics and being a responsible and ethical social work practitioner.

6.7 Illness and Other Emergencies

Students are expected to telephone the Field Instructor as soon as possible and no later than at the beginning of the field day to report an illness or any other emergency that results in an absence from the student's field agency time. Missed field hours must be made up before the end of the quarter in order to receive a passing grade for that quarter, or at some other period by special arrangement with the Field Instructor.

The Field Instructor will report a student's absences that exceed two consecutive field days to the Faculty Liaison either via telephone or e-mail. "No-shows" (absence without notifying field instructor/preceptor) are unacceptable unless a medical emergency prevented the student from first contacting his/her field instructor or preceptor before not showing up for field placement.

6.8 Insurance

CSUSB provides all social work student interns with malpractice insurance, which is charged to the student during fall quarter registration. For the fall quarter 2011, for example, the nominal fee is assessed. Students must be working in an official capacity as agreed between his/her field instructor, field agency, and the CSUSB School of Social Work to be covered under this policy and only during the academic year

Workman's Compensation is provided by CSUSB to the student during field placement.

Students are responsible for acquiring and maintaining their own health, accident or automobile insurance that the agency may require. Student health insurance is available through the University, however you may want to familiarize yourself with the limits of coverage: <http://healthcenter.csusb.edu/insurance.html>

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

Using the student's regular workplace for a field practicum is strictly prohibited in most schools of social work. The goal of work is performance, while the goal of the practicum is student learning. Approval of the use of an employment setting as a field placement is dependent upon the student clearly documenting to the BASW Field Coordinator a resultant and significant hardship if unable to intern and his/her place of employment, and the ability of the agency to safeguard the student's learning needs. This requires that the student have a supervisor different from his/her work supervisor, a different work site, work with different clients, and practice experiences unique to his/her work responsibilities/duties.

The procedures for submitting requests for use of employment are:

1. Spring quarter the year prior to Field Placement the student submits a written request to the BASW Coordinator of Field Education.
2. The request must include:
 - a. The reason for the need to use the employing agency as the field placement site, i.e., the nature of the hardship if not permitted to use the place of employment as a field placement.
 - b. The name, address, telephone number, e-mail address, and written proof of the prospective Field Instructor's qualifications to supervise the student.
 - c. A description of tasks and activities of the proposed field placement, the placement hours, and how placement activities are unique to his/her regular work.
 - d. The ways in which placement hours are safeguarded (for example, the student is assigned to another agency program and under a different manager.
 - e. The agency's signed and submitted University/Agency agreement.

Failure to secure the agency's full compliance with the contract on the part of the student's field instructor or agency will result in agency not being granted permission to serve as a field placement site for the requesting student.

6.10 Policy and Procedures for Application of Special Circumstances

Occasionally, students may experience hardship during their educational program or

become unable to continue in the program if a special consideration were not available to them. In order to assist students who experience such a hardship, the BASW Coordinator of Field Education may consider written requests for alternatives to the field placement policy.

In requesting an alternative, the student should keep in mind that the same standards of field practicum apply, i.e., an approved placement site, the continuous supervision of an approved Field Instructor, a Learning Plan Agreement/Comprehensive Skills Evaluation submitted and approved no later than the third week of placement, and an assigned Faculty Liaison, etc.

6.11 Withdrawal from Field Practice Enrollment

If a student withdraws from a field course or leaves an agency before the end of any given academic quarter, no credit for any completed fieldwork hours will be awarded or applied to the next quarter of fieldwork. Because field education is based on a year-long, three quarter sequence with (in most cases) a year-long learning plan and the limited number of agencies that will accept a student for less than a full academic year, withdrawal from a fieldwork course or exiting an agency during any academic quarter may necessitate the need to repeat the entire year. Should an emergent situation develop that requires a student to withdraw from the field sequence at any time, the Faculty Liaison/advisor **and** the BASW Coordinator of Field should be notified as soon as possible and a written plan approved by the BASW Coordinator of Field must be developed and submitted to the same to avoid having to repeat any part of the Field Education Sequence.

If, at any time, a student exits a field agency placement, the clients' well being should be of principal concern. This means that, except in the most extreme emergencies, the proper termination processes should be followed by the student, and the agency's transfer of cases procedures followed. All property of the agency should be returned promptly and without any delay (keys, case records, etc.) Failure to abide by this guideline could constitute a serious violation of professional ethics and could lead to dismissal from the BASW program.

6.12 Agency Dismissal of Students from Field Practice Sites and/or Field Seminar

Agencies, with or without the consent of the CSUSB School of Social Work, may dismiss students for illegal, unprofessional or unethical conduct or for any violation of that agency's policies and/or procedures, according to that agency's internal personnel regulations, or failing to comply with any part(s) of the NASW Code of Ethics

Dismissal from a field placement for violation of an agency policy or procedure, for unprofessional conduct, and/or a violation of the NASW Code of Ethics also constitutes grounds for dismissal from the BASW program. All social work students are responsible for knowing the NASW Code of Ethics. Ignorance of any part of the Code is not an excuse for breaches in professionalism or professional ethics.

6.13 Interruption of Field Work

Personal cell phones, pagers, text messages, and personal telephone calls should not interrupt students' work and attention at their field placement sites. Please make alternate arrangements for others to contact you, e.g., during your lunch break, after field placement, etc.

6.14 Grievances and Appeals

Field Education students have the same "Due Process" rights in field as in classroom courses regarding grades and CSUSB Social Work Programs decisions. These are described in the BASW Student Handbook, the University Bulletin and other university documents.

7.0 Field Instructor Certification Training Program and Communication ⁵

The certification training program is a 15-hour course designed to establish a uniform set of expectations for Field Instructors in the roles and responsibilities of the field practicum. The requirements are:

1. All agency social workers who serve as Field Instructors must be certified within one year of supervising any CSUSB social work student (BASW or MSW);
2. Certification is awarded upon the completion of the core training program (either with this School or another accredited graduate department/school of social work.) Ongoing certification is maintained by attending an annual Field Instructor training;
3. CSUSB will award Field Instructors with an identification card. This card grants them library and other university privileges;
4. Field Instructors who have not maintained their certification by attending the annual Field Instructor Training should contact the Coordinator of Field Education regarding re-certification;
5. Training and certification by other Schools or Schools of Social Work at other universities meet this requirement (e.g., reciprocity is granted by most Schools and Schools so long as the curriculum is not materially different from that of CSUSB's.)
6. Preceptors that play a major role in the training of graduate social work students should also complete Field Instructors training. Other agency officials with interests in graduate social work education are also welcome to attend the core training.
7. Continuing education units (CEU's) will be awarded to those individuals who complete the entire Field Instructor Training. CEU's will not be awarded for partial completion, however the individual may complete the remainder of the training at another School or School of Social Work the same year, or the following year at CSUSB or another CSWE-accredited School or School of Social Work provided that the make-up training does not overlap the already completed training session(s).

7.1 Special Note to Agency Executives and Field Instructors

The faculty and administration of the School of Social Work and of the University are most appreciative of the invaluable contribution provided by our affiliated community organizations, agencies and Field Instructors. Without the cooperation and collaboration of all concerned, a quality program of graduate Social Work Education would not be possible. Field Liaison Faculty will be visiting each placement site on a regular basis to assist agencies and Field Instructors in any way needed. The BASW Coordinator of Field is available to answer questions, participate in problem solving, and provide a range of administrative consultations to agency staff and Field Instructors.

Field Instructors are authorized to use the university library and can often obtain parking permits for attending campus-based activities by contacting the School of Social Work's main office.

If the School of Social Work can be of any assistance to agencies or Field Instructors, not only in the education and training of Social Workers, but in reaching agency goals or better serving clients, your calls are welcome.

7.2 Orientation Check List for Social Work Interns & Field Instructors

The Orientation Check List is a very useful tool to help both the field instructor and student intern learn about the agency, its policies and procedures, expectations, as well as those of the field instructor. It also helps to add clarity and avoid misunderstandings between the student interns, agency, field instructor, and field liaison. A conversation about this check list during supervision during the first few weeks of field placement can also reduce any angst in the student intern. We ask the this check list be reviewed by both student and field instructor, and that both signed the agreement and submit them to the field liaison during her/his first agency meeting with the student and field instructor.

A copy of the orientation check list and agreement can be downloaded by the Social Work School's BASW Field webpage:

http://socialwork.csusb.edu/BASW_FieldPract.htm