

# MSW Field Manual



**SCHOOL OF SOCIAL WORK**



2011-2012

*Director of Field Education*

**Terrence Forrester**  
**M.S.S.W., L.C.S.W.**  
**Interim Director of Field Education**  
**(909) 537-5568**  
**[tforrest@csusb.edu](mailto:tforrest@csusb.edu)**

**School of Social Work, CSUSB  
Student Professional Field Commitment Form**

**To all social work students: Please fill out this form and turn it in to the  
Social Work School office.  
Thank You.**

**I have read and understand:**

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

**If you have marked 'no' to any of these areas, please make an appointment with the Director of Field Education to clarify any confusion. This form should be completed by October 3<sup>rd</sup>.**

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

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

**Date** \_\_\_\_\_

## **PURPOSE**

This manual has been prepared to assist agencies, field instructors, faculty and students to understanding the objectives, policies and procedures governing the field practicum program for the Master of Social Work program at California State University, San Bernardino.

The contents of this manual are based on best practices within the field of social work guided by the NASW Code of Ethics, standards outlined through the Council on Social Work Education and policies specific to the University and the School of Social Work. Manuals from several Southern California Graduate Schools of Social Work (USC, CSULB, UCLA and Sacramento State University) were reviewed to assist in the development of the Field Manual. Valuable suggestions and information were also provided by past and current Department Chairs, faculty members, field instructors, liaisons and MSW students.

# Table of Contents

<b>INTRODUCTION.....</b>	<b>7</b>
<b>THE MASTER OF SOCIAL WORK PROGRAM AT CSUSB PROGRAM</b>	
<b>OBJECTIVES .....</b>	<b>7</b>
Organization of the MSW Curriculum .....	8
For further information on the curriculum, refer to the Student Handbook. ....	8
Special Projects/Programs .....	8
<b>FIELD WORK OVERVIEW AND OBJECTIVES.....</b>	<b>10</b>
General Perspective .....	10
The Role of Field Instruction in Social Work Education .....	10
Objectives of the Field Practicum.....	10
<b>FIELD PRACTICUM: DEFINITION OF TERMS AND ROLES.....</b>	<b>13</b>
Social Work Student .....	13
Director of Field Education .....	13
Faculty Liaison.....	14
Agency/Field Practicum Setting .....	14
Field Instructor.....	14
Preceptor .....	15
Non-MSW Supervisor .....	15
<b>THE FIELD PRACTICUM: PURPOSE AND STRUCTURE.....</b>	<b>16</b>
Purpose.....	16
Structure.....	16
Placement Concurrent with Classes.....	16
Student Involvement in Placement Choice .....	16
<b>ADMINISTRATIVE POLICIES AND PROCEDURES .....</b>	<b>17</b>
Practicum Hours.....	17
Confidentiality .....	18
Furloughs and Mandated Time Off.....	18
Holidays .....	18
Illness and Other Emergencies.....	19
Insurance.....	19
<b>The University does not check on the immigration status of students. However, field sites may require documentation of a student’s status through a social security number of visa. The School cannot guarantee a student’s placement depending upon the policy of the agency in accepting interns. ....</b>	
	<b>20</b>
Policy and Procedure for the Use of Employment Setting for Practicum .....	20
Policy on the Use of the Same Agency for Both Years of Practicum .....	21
Withdrawal from Field Practice Enrollment.....	21
Student Request to Postpone or Quit a Field Placement.....	21
Interruption of Field Work.....	22
Grievances and Appeals.....	22
<b>FIELD PRACTICUM: PLACEMENT PROCESS AND REQUIREMENTS .....</b>	<b>23</b>
Field Placement Selection for 1 <sup>st</sup> Year Field Students.....	23
Integrative Field Seminar.....	25
Learning Plan Agreement .....	25
Learning Plan Agreement Guidelines .....	25

Learning Plan Agreement Procedure .....	25
Process Recordings .....	26
Supervision .....	26
Required Field Meetings.....	26
Evaluations.....	27
Written Evaluations .....	27
End of Year Evaluations .....	29
GRADE FOR FIELD.....	30
Repeat Policy (Re: A Grade of No Credit (NC) in Field).....	30
Termination Initiated by Agency or Social Work Program due to Student Performance Concerns: .....	31
<b>FIELD WORK AGENCY: PROCESS AND REQUIREMENTS.....</b>	<b>33</b>
Process for Placement Site Selection .....	33
Guide for Agency Selection.....	34
Other Agency Expectations .....	34
Other Desirable Practices.....	35
Guidelines for Selecting Field Instructors .....	35
Field Instructor Expectations .....	36

## INTRODUCTION

Welcome to the California State University, San Bernardino, Master of Social Work, Field Practicum Program. This Field Manual has been developed to provide information and guidance to students, field instructors, program administrators and faculty. It is not intended to be exhaustive and will continue to be revised and changed as needed.

### **THE MASTER OF SOCIAL WORK PROGRAM AT CSUSB PROGRAM OBJECTIVES**

**CSUSB's School of Social Work provides accessible, dynamic and rigorous academic programs that prepare students with foundation and advanced professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.**

**Accessibility** means that we attract and retain a student population reflective of the region's population and provide social work education opportunities to students in previously unserved areas.

**Dynamic Change** means that we change and innovate to reflect changes in the professional knowledge base, technology for practice and teaching, regional demographics and needs and national and global trends that affect human well-being.

**Rigor** means that the education is rigorous as demonstrated by comprehensive assessment of the values, knowledge and practice competencies that we expect our students acquire during the program.

**Professional Social Work Knowledge, Skills and Values** means that we promote human and community well-being through teaching professional social work values, knowledge and practice skills. These values include service, social justice, the dignity and worth of the person, the importance of human relationship, integrity, competence, human rights, and scientific inquiry. The knowledge base includes risk and protective factors in all stages of human development, practice skills to enhance the functioning of individuals, families, groups, organizations, communities (including policy advocacy), and the skills of scientific inquiry.

**Serving the diverse populations and communities of our region, state and world** means that our programs prepare students for practice in a regional, state and global context of dynamic diversity.

## **Organization of the MSW Curriculum**

### ***Foundation Curriculum (52 units)***

The foundation curriculum builds on a liberal arts base, required for admission to the MSW program, to provide a common professional core for all students as well as preparation for advanced study in the second half of the program. Initial foundation courses cover the essential knowledge, values, processes and skills of generalist social work practice. They also introduce current issues in a range of fields of practice, thus preparing students to make informed choices regarding specialized study in the second year. Student complete 12 units of field practicum (SW 608ABC) in the foundation year of field practicum.

### ***Advanced Curriculum (38 units)***

Building on the Foundation generalist model in the foundation year, students move on to consideration of advanced practice in the second year. All students take both the micro practice and the macro practice series of courses. In the fall students choose a specialization to which they will apply their advanced generalist micro and macro practice learning. Students take 12 units of field practicum (SW 608DEF) in the advanced year of field practicum.

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

## **Special Projects/Programs**

The School of Social Work at CSUSB has two specialized stipend programs that are administered through the California Social Work Education Center (a.k.a. CalSWEC).

1. The Title IV-E program provides financial support to MSW students preparing for a career in public child welfare. Title IV-E refers to a regulation under the Social Security Act that pertains to the provisions of services to foster children. The Title IV- E Coordinator at CSUSB administrates this program and is also responsible for placing students receiving Title IV-E funds in their field practicums. These placements must be in a public or private non-profit agency that serves children in foster care and/or children at risk for removal from their families because of abuse or neglect.
2. With the passage of Proposition 63 in 2004 (a.k.a. Mental Health Services) another stipend program was implemented under the administrative structure of CalSWEC. In conjunction with the California Department of Mental Health stipends are awarded to students who are preparing for a career working in a county mental health services agency. The stipends are only granted to full-time, advanced-year MSW students. The Proposition 63 Coordinator (a.k.a. Mental Health Stipend Coordinator)

administrates this program for CSUSB and is responsible for placement of students in their advanced year. Students must be placed in a county mental health agency.

## **FIELD WORK OVERVIEW AND OBJECTIVES**

### **General Perspective**

Field practicum is an independent, interdependent and integral sequence of the MSW curriculum. The practicum setting provides an opportunity to integrate social work theory with practice. It also offers an opportunity for students to interact professionally with individuals, families, groups and organizations.

Fieldwork is a collaborative partnership among the University, social work agencies, social work professionals and students. Field placements are selected from social service agencies throughout the region and are approved on the basis of the quality of their professional practice, their dedication to addressing social work problems and their interest in social work education. This partnership represents commitment to providing quality educational experiences for students and valuable service to the community. Each field agency enters into a formal agreement with the University specifying roles and responsibilities of both the agency staff as well as School personnel.

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

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

### **Objectives of the Field Practicum**

The field practicum experience focuses on the multifaceted nature of social work and the learning tools for professional social work education. Through guided, experiential learning, it provides opportunities for application of theory in the field setting. In the foundation year of field, the focus is on learning generalist practice. This includes having a broad range of assignments directed at helping the student develop competencies in engagement, assessment, planning, implementation, evaluation, termination and follow-up at *both* the micro and macro practice levels. The skills associated with this generalist model are: preparing for intervention, communication, analysis, contracting with the client system, utilizing various roles and stabilizing change. In the advanced year, the students are expected to provide intervention methods involving more complex situations and advanced practice skills at both the micro and macro levels. The advanced social work practice is operationalized in terms of three roles:

- Change Agent;
- Interdisciplinary/interagency Social Worker

- Social Work Leader.

Foundation students as well as advanced students develop learning plans and are evaluated in field based on key performance objectives. There are five key objectives for foundation students and four key objectives for advanced students.

### **Objectives upon which the Foundation Year Learning Plan is Based 1<sup>st</sup> Year Internship**

**MSW Program Objective #1.** Students will demonstrate knowledge of how developmental, psychological and social theories influence life span human development, and the evolution of community and societal change.

**MSW Program Objective #2.** Students will demonstrate Micro Practice knowledge and skills at a generalist Foundation level by understanding theories and models of practice with individuals, families and groups and having introductory practice skills.

**MSW Program Objective #4.** Students will demonstrate Macro Practice knowledge and skills at a generalist Foundation level by understanding theories and models of practice with organizations and communities with introductory Macro Practice skills.

**MSW Program Objective #8.** Students will demonstrate development of a professional self within an organization setting at a Foundation level.

**MSW Program Objective #11.** Students will demonstrate skills in practice with people from various backgrounds, e.g. cultural and ethnic, gender, sexual orientation, age, socio-economic class and ability level.

**Objectives upon which the Advanced Year  
Learning Plan is Based  
2<sup>nd</sup> Year Internship**

**MSW Program Objective #3.** Students will demonstrate Micro Practice knowledge and understanding of complex Social Work roles related to resources and services, specific Micro practice intervention techniques, team interventions and ethical, service delivery at the Advanced level.

**MSW Program Objective #5:** Students will demonstrate an Advanced knowledge of Social Work roles related to resources and services, specific Macro Practice intervention techniques, and ethical, and service delivery issues

**MSW Program Objective #9:** Students will demonstrate development of a professional self with an organizational setting at an Advanced level.

**MSW Program Objective #11:** Students will demonstrate skills in practice with people from various backgrounds, e.g. cultural and ethnic, gender, social orientation, age, ability level.

Separate Learning Plans and Outcome Evaluations are developed for the Foundation Year and the Advanced year of field practicum. Each quarter, the objectives, competencies and overall performance of the student will be evaluated by the field instructor.

## **FIELD PRACTICUM: DEFINITION OF TERMS AND ROLES**

### **Social Work Student**

Social work students are adult learners with life experiences that are to be respected. The student as an adult learner is expected:

1. To take the initiative in examining the educational objectives and the learning assignments at the field practicum site
2. Maintain professionalism which includes (in part):
  - ✓ arriving and leaving according to schedule or notifying the field instructor of unforeseen circumstances (studying for a test is not an unforeseen circumstance)
  - ✓ following agency policies and procedures, completing required agency forms and assignments fully and on time
  - ✓ dressing in accordance with agency standards and professional attire
  - ✓ avoiding any dual relationship with clients or staff
3. To inform the field instructor, faculty liaison and Director of Field Education concerning any matters that might jeopardize the learning experience or the field placement
4. To refrain from behavior that interferes with the learning and performance of other students and professionals and to behave in a manner consistent with the NASW Code of Ethics
5. To use supervision effectively, (e.g., actively seek feedback on performance and prepare agenda items for meetings with the faculty instructor)
6. To engage actively in the evaluation process, seeking ongoing feedback from the field instructor and participating in the formal evaluation
7. To prepare for weekly conferences with the field instructor and bring any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible. If the problems cannot be resolved, the student should contact the field liaison
8. Attend and participate actively in all field seminars
9. Seek out resources to better understand cultural dynamics and methods of intervening

### **Director of Field Education**

The Director of Field Education has responsibility for the development of field practicum curricula and for the administration of the field practicum including the maintenance of effective working relationships among agencies, students and field liaisons. It is the Director of Field Education's job to ensure that there are sufficient practicum settings appropriate to meet student needs and program standards. Further, the Director is responsible for making arrangements for the placement of students in practicum settings complimentary with their interests and learning needs. The Director of Field Education has the ultimate responsibility for resolving field-related problems.

### **Field Practicum Committee**

The Field Practicum Committee is one of the sub-committees of the Curriculum Committee of the School of Social Work. The chair of the Field Practicum Committee and faculty members, as with other subcommittees, are appointed by the Director of the School of Social Work. Membership is augmented by representatives appointed by the Department Director from among placement agency representatives and students. The Field Practicum Committee advises the Director of Field Education on field-related matters such as selection of sites, placement problems and issues related to integration of classroom learning with field education. It recommends curriculum policy changes to the Director of Field Education for submission to the Curriculum Committee. The Field Practicum Committee will meet quarterly and at the call of the Director.

### **Faculty Liaison**

The **faculty liaison** (also referred to as the **field liaison**) is the faculty member who works with the Director of Field Education to coordinate individual student educational issues between the School of Social Work and the field agency. Ongoing communication takes place between the faculty liaison, field instructor and student. The faculty liaison serves as an educational consultant to the field instructor and provides information on curriculum relevant to the student's educational experience.

The liaison holds regularly scheduled conferences with both the student and the field instructors at quarterly visits. Agency visits are a minimum of once per quarter, with interim visits and telephone contacts as necessary. The faculty liaison approves the practicum Learning Agreement for the student, evaluates the student's learning (reviewing field instructor's evaluation and participation in seminar) and assigns a grade (credit / no credit). The faculty liaison serves as facilitator and leader for the Integrative Field Seminars. At the end of each academic year, the liaison completes a written evaluation of assigned field placement settings, making recommendations as to the quality, improvements and continued use of the agency.

### **Agency/Field Practicum Setting**

Agencies are selected for their ability to provide quality instruction, commitment to collaborative participation in professional education and commitment to client and community service. Some of the larger agencies may have several placement sites.

Agency administrative support is a valued and necessary component of the practicum and represents a significant commitment to professional education. Agency administrators demonstrate their commitment in part by signing a formal contract summarizing major responsibilities of both the agency as well as the University (i.e. School of Social Work).

### **Field Instructor**

The field instructor is the student's supervisor at 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 based upon the criteria established by the MSW Program. The field instructors are selected for the quality of

their field instruction and commitment to educational standards of the MSW Program. According to CSWE standards, field instructors *must have an MSW*. In addition CSUSB requires they have at least two years post-MSW experience, six (6) months experience in the field placement setting and have completed (or plan to complete) the Field Instructor Certification training. Further, instructors are required to provide at minimum **one hour** of individual weekly supervision per week. Group supervision **cannot** be a substitute for individual supervision. Rather, it can be a supplement to individual supervision.

### **Preceptor**

While the field instructor has overall responsibility for the student's instruction in the placement setting, some agencies may assign a preceptor who may provide additional instruction. The preceptor is a secondary source of information and guidance. For example, the preceptor may be involved in a specific service assignment, or to provide day-to-day administrative supervision. The preceptor may be an MSW or non-MSW. A plan to utilize preceptors must be approved by the Director of Field Education and they must attend the Field Instructor Certification training. The use of preceptors is considered enrichment to field education but **does not** substitute for the minimum hour of supervision/instruction by the field instructor.

### **Non-MSW Supervisor**

In those rare cases in which an agency meets all criteria for a placement agency except the presence of an 'on-site' MSW field instructor, the Director of Field Education may approve day-to-day supervision by a non-MSW supervisor. However, the agency must provide for a qualified MSW field instructor, who meets weekly with the student for the regularly scheduled one-hour individual supervisory conference and is responsible for the student's overall practicum experience and evaluation. The only exception to this policy is for special category students (e.g., Title IV-E) where the university may provide a university-based field instructor. This MSW must be under the official sanction of the agency (e.g., contract employee, "without compensation" employee, or official agency volunteer) that would allow them access to confidential client and other agency records, and enable them to carry out other necessary field education agency-based activities. In clinical settings, a clear line of responsibilities for clients' welfare is essential (e.g., during the students absence or if malpractice is alleged). The field instructor must meet all criteria for selection of field instructors.

# **THE FIELD PRACTICUM: PURPOSE AND STRUCTURE**

## **Purpose**

The field practicum plays a pivotal role in the MSW curriculum. The field experience offers the opportunity to apply, refine and integrate conceptual based knowledge acquired in the classroom with real life experiences in social agencies. The field experience and classroom should be mutually reinforcing in all curricular areas: research, human behavior, social policy, and practice with individuals, groups, organizations and community.

## **Structure**

### **Placement Concurrent with Classes**

There are six sequential field practicum courses that run concurrently with classes (600ABC – foundation year and 600DEF – advanced year). Each student has two different field placements at two different agencies during the two year course of study. Field experiences are designed to build upon one another in developing a competent practitioner. They are also intended to give the student an opportunity to learn about more than one agency's organization and culture and therefore gain a more comprehensive perspective of social work practice.

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

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

### **Four Areas of Practice Experience**

Students are expected to complete field practicum assignments in four areas of practice. Areas of MICRO practice include working with individuals and families and, small groups. Areas of MACRO practice include agency administration and communities.

# ADMINISTRATIVE POLICIES AND PROCEDURES

## Orientation

Students entering first year field practicum are required to attend the Fall Student Orientation to Field Education which is scheduled the week prior to the start of field instruction in the Fall Quarter. The purpose of the orientation is to provide an overview of the various roles, responsibilities and expectations of the student, field instructor, faculty liaison and Director of Field Education. It also provides an opportunity to discuss issues and concerns with various faculty, field instructors and students involved in the educational process.

Also, all students are required to attend periodic meetings with their faculty liaison, weekly supervision conferences with their field instructor throughout the year and all eight (8) field integrative (professional development) seminars.

## Practicum Hours

Students are expected to be in their field practicum 16 hours per week (160 hours per quarter), or 480 hours for the foundation placement year and 20 hours (200 hours per quarter), or 600 hours for the advanced placement year. At the completion of the MSW Degree program, students will have accumulated 1,080 hours of field experience.

Students are responsible for observing regular agency working hours as arranged by the field instructor and documenting these hours on a time sheet available on the Intern Placement Tracking (IPT) program. The agency should also keep a record of attendance in order to certify the completion of a specific number of practice hours at the end of the quarter. The time sheet form can be downloaded at <http://socialwork.csusb.edu>.

Placement hours are typically between 8 a.m. through 5 p.m. Some placements may require some evening hours or week-end hours; however these are rare and the exception. Part-time students may believe they can “adjust” their full-time jobs or attempt to “fit-in” their internship hours. This creates great difficulty for both the students and the agencies and may not be viable. The School stresses the importance of being available during typical work hours (8-5); otherwise, the student may not be able to secure a field placement given the agency’s work hours.

Students may not begin their placements before the start of the fall quarter and must follow the academic calendar posted on the CSUSB website. The School Social of Work assumes no responsibility for any student who engages in field activities outside the specified policies and those time periods listed on the Learning Plan Agreement.

Students must be available to participate in the daily operations of the agency, i.e. staff meetings, case conferences and in-service trainings. Placements run from the last week in September through mid-June of the following year.

Students are **not** permitted to work extra hours during the quarter with the intention of completing their internship prior to the end of the quarter. Leaving a placement early can have very serious consequences including a student being accused of client abandonment and abandoning the work site. It could result in termination of the practicum by the agency. There are a few exceptions to this, primarily school-based placements where the time schedule is client-driven. The purpose of the limitations is to ensure that field practicum stays in sequence with practice classes.

All students are expected to remain in the same field practicum site for the entire academic year for which the assignment is made. Any student who discontinues her/his practicum assignment prior to the end of the academic year (or before all requirements are met) for any reason **may** be required to begin the entire field practicum experience again. This requirement applies regardless of whether academic credit has been received for any part of the practicum assignment that is being terminated.

### **Confidentiality**

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

Students should be aware of the impact and consequences of electronic media on possible breaches of confidentiality. Students should **never** have the phone numbers of clients in their cell phone or computers. Also, students are not to disclose any information about clients on social media such as facebook, twitter or skype. Personal cell phones, lap top computers, black berries, I-pods, etc. should not be taken to field placement sites.

When confidentiality cannot be maintained, the student must obtain a written consent for release of confidential information appropriate to the agency's procedure on confidentiality.

### **Furloughs and Mandated Time Off**

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

### **Holidays**

Students are allowed those holidays observed by the agency or the University. If the agency is open on a holiday, the student is expected to be at the internship if the agency requires it. If the University and agency are both closed on a holiday, the student does not have to make up the hours and will be credited the normal 8 hours. Students may observe other religious holidays, but these are treated as absences to be made up.

## **Illness and Other Emergencies**

Students are expected to telephone the field instructor at the beginning of the field day to report illness or any other emergency requiring absence during the student's field time. Hours missed must be made up before the end of the quarter, or at some other period by special arrangement with the field instructor.

Absences that exceed two consecutive field days should be reported by the student and/or field instructor to the faculty liaison.

## **Insurance**

While enrolled in a field practicum, students must carry professional liability insurance. This is provided by Cal State and paid for through student fees.

Students' professional liability insurance is covered by a policy held by the California State University. Students will be charged an annual fee for this coverage as part of their tuition fees.

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

## **American Disabilities Act**

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

## **Criminal Background Checks**

The University does *not* conduct criminal background checks on students. However, almost every field agency requires a background check. It is strongly advised that should a student have a criminal background issue, this be brought to the attention of the Director of Field Education. The Director can advise to the students as to possible consequences of being able to secure a field practicum site. Many agencies will not accept students with criminal background even when the record has been expunged.

## **Immigration Status**

The University does not check on the immigration status of students. However, field sites may require documentation of a student's status through a social security number or visa. The School cannot guarantee a student's placement depending upon the policy of the agency in accepting interns.

### **Safety**

Student safety is critical at the work site as well as in the field. Students should make every effort to understand safety protocols at their practicum by discussing them with their supervisor, support staff and reviewing agency handbooks. (For further information on specific safety protocols, refer to the Student Orientation power point handout).

### **Counseling**

Working in the field of social work can bring up strong emotional responses in students given the severity of issues that clients present. When dealing with a client issue that has become too difficult or overwhelming, students are encouraged to utilize the resources of the Student Counseling Center.

### **Policy and Procedure for the Use of Employment Setting for Practicum**

It is possible for a student to obtain a placement at the agency where she/he currently works providing that the educational experience includes substantial "new learning" in the areas of knowledge, values and skills. Students requesting a field practicum at a current job site must complete the Job Conversation proposal. The proposal will describe the student's current work assignments and identify how fieldwork activities will be significantly different from employment responsibilities. The proposal will be reviewed by the Director of Field Education who will make a decision on the proposal

1. There must be an MSW employed at the work site who is NOT the employment supervisor who is willing and able to be a field instructor.
2. The field education instructor must be an MSW and cannot have any authority over the student's employment status. The MSW Field Instructor must meet the qualifications required of all Field Instructors.
3. The field instruction tasks/assignments must be different from the employment tasks AND must be in accordance with both the general educational criteria of the School of Social Work and those appropriate to the student's chosen educational goals.
4. Job conversions must be approved in writing by the agency and the Director of Field Education. *Job conversion forms are available on the CSUSB website.*

5. The request for job conversion must be submitted prior to the start of a new academic year to allow for time to investigate it as a viable option.

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

Field experiences are designed to build upon one another in developing a competent practitioner. A competent practitioner has the ability to demonstrate social work practice skills in both direct and indirect practice in a diversity of agency settings. In order to maximize student learning students are placed in two different agencies. However, in unusual circumstances, an exception to the “two agency” rule may be approved. For example, if there are limited placement options in a geographical area, the agency is large and diverse and can provide two unique experiences, an exception may be considered. An exception must be approved in advance by the Director of Field Education.

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

If the student withdraws from field class or leaves an agency without notification, he/she will not receive credit for hours previously completed. 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 field may necessitate a repeat of the entire year. Should an emergent situation develop requiring a student to withdraw from the field sequence at any time, the faculty liaison/advisor **and** the Director of Field should be notified at the earliest possible time and a written plan approved by the Director of Field developed to avoid the necessity of repeating a part of the Field Education Sequence.

If, at any time, a student exits a field agency placement, the clients' well-being should be the principle concern. This means that, except in the most extreme emergencies, the proper termination processes should be followed and the agency's transfer of cases procedures adhered to. All property of the agency should be returned (keys, case records, etc.) Failure to abide by this guideline could constitute a serious violation of professional ethics and could lead to dismissal from the MSW program.

### **Student Request to Postpone or Quit a Field Placement**

A student who finds that she/he must defer enrollment in the field practicum requirement of the MSW Program due to extenuating circumstances (e.g., illness, personal emergency, etc.) must discuss the issue(s) with her/his academic advisor and submit a Leave of Absence form to their Academic Advisor. The request for a Leave of Absence must be specific and include:

- a. A proposed curriculum plan for completing practicum and concurrent program requirements;
- b. The academic year in which the proposed plan is to be implemented; and
- c. Delineation by the student of her/his understanding of the impact that the delay will have on completing the MSW

A student may not discontinue or withdraw from her/his field practicum to avoid receiving an unsatisfactory grade for a portion of the practicum experience. Any student that withdraws from a practicum course and is not in good standing will not be allowed to re-enroll in a field practicum.

The special circumstances necessitating the discontinuance of a field practicum must be discussed with the field liaison and academic advisor. The field liaison and academic advisor will propose the specifics and timing of re-entry into the field practicum sequence with approval from the Director of Field Education and notification to the Academic Standards Committee so that appropriate arrangements can be made for the re-start of the field practicum within Program guidelines. Prior to the student's re-entry into the field practicum sequence, a meeting will be held with the student, Director of Field Education, field liaison, and academic advisor to determine readiness to re-enter a practicum, review audit requirements and to finalize any outstanding arrangements.

### **Interruption of Field Work**

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

### **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.

## **FIELD PRACTICUM: PLACEMENT PROCESS AND REQUIREMENTS**

### **Field Placement Selection for 1<sup>st</sup> Year Field Students**

1. Applying for Field Internships

Once a student has applied and been accepted into the MSW program, the Director of Field Education or the Title IV-E Coordinator for child welfare students will send a letter to the student requesting an in-person interview and also requesting that the student complete a Field Application Form which can be obtained at the CSUSB, School of Social Work website. During this initial meeting, the student's areas of interest, prior work history and future goals will be discussed in order to determine a possible site for a practicum placement. Based on agency openings and student interest, the Director of Field Education or Title IV-E Coordinator will determine a student – agency match. An Interview Confirmation Form will be sent to the agency via e-mail advising the agency of the student referral.

**No student is to independently contact an agency for placement.** There are many variables involved in the placement process which a student may not be aware of nor understand.

2. Student/Field Instructor Interview

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 the student, the prospective field instructor and any other interested agency official. The student is instructed to take the Interview Confirmation form and a current resume to the interview and to attempt to secure an internship with the first interview. Given the limited number of field placements and the recent addition new social work programs, agency availability has become much more limited and competitive.

3. Placement Confirmation

After the interview, the field instructor will provide feedback to the Director of Field Education and student using the Interview Confirmation form. If the interview was successful, the student will follow up with the field instructor to discuss pre-internship requirements, (i.e., live scans, TB tests, etc.)

## **Field Placement Selection for Advanced Field Year Student**

### **Applying for Field Internships**

In the Winter Quarter, returning students apply for an internship using the Field Application Form. Once the student completes the form, they sign up for an interview with the Director of Field Education, the Title IV-E Coordinator or the Proposition 63 Coordinator. The interview will provide the student with one referral to an agency based upon the student's chosen specialization, with consideration given to the student's previous experience, geographical accessibility, long range career goals, need for a stipend, areas of special interest, and the availability of placements. An Interview Confirmation Form will be sent to the agency via e-mail advising the agency of the student referral.

Student/Field Instructor Interview Placement Consideration: See 2 and 3 above

### **Second Interview**

On rare occasions, a placement may not be acceptable to either the student or the field instructor. In this situation, the student will report back to the Director of Field Education. Feedback from the previous interview will be discussed with the student. If necessary, the student will receive coaching on how to perform in an interview and the student will be referred for a second interview. However, being referred to a second interview will be based upon the Director of Field Education determining if the student has the necessary skills, temperament, maturation and readiness to being field.

If the Director of Field Education reviews the attempts to secure a placement and determines that the student is not ready or inappropriate for field, the student will not be allowed a third interview. The Director has the option to refer to the Student Review Committee or indefinitely terminate the field practicum privileges.

While the School of Social Work attempts to place all students in accordance with the placement procedures listed above, it does not guarantee that all students will be successful in the placement interview. Students who are denied a placement by two different agencies, or who refuse to accept two agency offers, will meet with the Director of Field Education. If the student's employment conflicts with field education requirements, the student is not capable of securing a field placement, or for other reasons, the student will be not allowed to pursue an internship. The decision to stop the internship referral process is at the discretion solely of the Director of Field Education of Field Education and/or the Student Review Committee. Further, the student will not be allowed to sign up for the field practicum sequence (SW600).

## **Integrative Field Seminar**

As an integral part of the 608 sequence, all students (both foundation year and advanced year) are required to attend an integrative field seminar. The purpose of the seminar is to provide a forum for discussion of practicum experiences and to synthesize and integrate theoretical and practical knowledge obtained from the field practicum agency and CSUSB coursework. In addition, attendance and participation is mandatory as the seminar class meets eight (8) times throughout the academic year. The seminar class is scheduled for three hours and these hours count towards field practicum hours.

## **Learning Plan Agreement**

An individualized learning plan agreement is developed each year of field practicum by the student in consultation with the field instructor and field faculty liaison. The purpose of the agreement is to formalize the expectations for student performance in achieving the field practicum learning objectives. Since students come to the MSW Program with different needs and various levels of practice experience, the learning agreement should be reflective of individual needs in addressing learning objectives within the framework of the overall practicum objectives. The field instructor supervises the process of the development of the learning agreement and determines what is feasible given the resources of the agency.

## **Learning Plan Agreement Guidelines**

The Learning Plan Agreement should outline specific student activities, and thus provide the bases for assessment. The Learning Plan Agreement (LPA) is a year-long plan and is part of the quarterly, student tracking and evaluation form. The LPA should include the following:

1. Student name
2. Name of Agency/Field Instructor
3. Day & time at agency; Date & time of individual supervision
4. General conditions, e.g., placement hours, integrative seminar dates and times, etc.
5. Faculty liaison and dates & times of field seminars

## **Learning Plan Agreement Procedure**

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

1. The student reviews the practicum objectives and practicum competencies.
2. The student discusses the objectives, expectations and activities with the field instructor and, with the assistance of the field instructor, assesses his/her learning needs.
3. The student and field instructor access the IPT Database ([www.runipt.com](http://www.runipt.com)) where the LPA is located. In the section, “Agency Specific Learning Objectives”, both will discuss and type in goals for learning which are not

already included in the LPA.

- The deadline for reviewing the LPA is by the end of the 5<sup>th</sup> week (mid-quarter).

The student and field liaison will discuss the learning objectives with the field instructor upon the first site visit in the Fall quarter.

### **Process Recordings**

Process recordings are an educational tool that helps the student review, reflect, internalize, assess and understand the client encounter. The latent issues and feelings that contribute to that interaction are usually included in process recordings. Process recordings afford the student the opportunity to explore and apply the conceptual knowledge from the classroom to practice. One process recording is **required** each week.

They are to be reviewed by the field instructor and discussed during weekly supervision. A recently reviewed process recording is to be submitted to the faculty liaison at each Integrative Seminar. It is used by the faculty liaison as one indicator of the student's progress in applying knowledge gained in the classroom in the field.

### **Supervision**

Weekly supervision meetings are required throughout the quarter. Supervision is meant to assist the student in identifying performance strengths and weaknesses, reviewing process recordings, case issues/dynamics and evaluating progress toward achieving goals identified in the Learning Plan. **If there are any difficulties in maintaining regularly scheduled supervision conferences, this should be immediately brought to the attention of the field liaison.**

### **Required Field Meetings**

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

1. Fall Field Orientation meeting.
2. Scheduled supervision (see Supervision above)
3. Group meetings, training and case conferences arranged by the field instructor.
4. Periodic, usually once or twice each quarter, on-site meetings with the faculty liaison, individually and/or in groups of students and field instructors.
5. The field education integrative seminar.
6. Additional meetings arranged by the faculty liaison, for example, a group of students meeting in the faculty liaison's office to discuss activities, common problems or issues.

**Evaluations**

Ongoing evaluation of the student’s progress is a function of the supervisory process. Any concerns about the student’s progress by the field instructor should be brought to the attention of the student and faculty liaison as soon as possible, so corrective action may be initiated. If the field instructor and student with the assistance of the faculty liaison are not able to resolve the problem, then the issue will be brought to the attention to the Director of Field Education. The Director will have the option to work on a corrective action plan or request a hearing before the Student Review Committee as outlined in the MSW Student Handbook.

**Written Evaluations**

Written evaluations of the student’s progress are to be inserted in the “Field Instructor Narrative” section of the IPT Database, Learning Plan Agreement. The Mid-quarter Evaluation is due by the end of the 5<sup>th</sup> week in the quarter. Listed below is an example of the format that the field instructor needs to use as he/she evaluates the student’s performance for the Mid-Quarter Evaluation and at the end of the quarter where the student’s performance is scored using the drop down boxes provided in the Learning Plan Agreement.

Fall Mid-Qtr Evaluation →	Type in narrative	→	Electronic date & signature of Field Instructor
Fall End of Qtr Evaluation →	Type in narrative	→	Electronic date & signature of Field Instructor
Winter Mid-Qtr Evaluation →	Type in narrative	→	Electronic date & signature of Field Instructor
Winter End of Qtr Evaluation	Type in narrative	→	Electronic date & signature of Field Instructor
Spring Mid-Qtr Evaluation →	Type in narrative	→	Electronic date & signature of Field Instructor
Spring End of Qtr Evaluation →	Type in narrative	→	Electronic date & signature of Field Instructor

**Field Instructor Narrative: (Example of a Field Instructor Narrative)**

Fall Mid-Quarter Evaluation: Sue has been assigned 2 cases and seems to be doing  
 During supervision, she is very open to learning and discusses her thoughts regard  
 Signed: Ms Estrada, Field Instructor  
 Fall End of Quarter Evaluation: Sue is an intern at Montclair Community Collaborative  
 She has has the follow ing Micro/Macro experiences; etc.... Signed: Ms Estrada

The following procedures are recommended for completing the end of quarter evaluation.

- Step 1. Student is to contact the field instructor to make an appointment for his/her evaluation.
- Step 2. The field instructor will direct the student to go to the IPT Database [www.runipt.com](http://www.runipt.com) and complete the self-evaluation and sign electronically.
- Step 3. The field instructor will complete the evaluation prior to the scheduled appointment and sign electronically. During the appointment, the field instructor will review the scores and go over

both sets of scores as this is an opportunity to teach the student about self-evaluation of skill sets.

- Step 4. The field liaison is then responsible reviewing the evaluation, electronically signing the IPT database and posting the student grade as per university protocol.

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

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

**EVALUATION KEY**

1. 0. (0%) Student is not able to demonstrate competency at required skill level. Student is rarely able to effectively demonstrate competency at required skill level (achieves behavior 0-15% of the time).
2. Student is sometimes able to demonstrate competency at required skill level (achieves behavior 15-50% of the time).
3. Student is usually able to effectively demonstrate competency in required skill level (achieves behavior 50-80% of the time).
4. Student has frequent/very good competency at required skill level (achieves behavior 80-95% of the time).
5. Student has consistent/superior competency at required skill level (achieves behavior 95-100% of the time).

**An e-mail to the field liaison is required when a student scores a 1 anytime during the academic year. This indicates a serious problem with a student mastering a basic skill level. Also, it is expected that most first year student will not receive a score of '5' on their evaluation. Such a level indicates mastery of a skill which is not the norm for first year field students.**

***Fall Quarter***

The expected levels of performance for a first quarter student are levels 2 and 3. There are likely to be a number of *NA*'s as well because much of the student's time will have been spent in orientation to the agency setting and observations of other professionals.

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

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

### *Winter Quarter*

The expected levels of performance for the second quarter student are levels **3** and **4**. The Liaison should be contacted under the following circumstances:

- A student continues to perform at level **1** and **2** on any specific behavioral measure;

### *Spring Quarter (Final Evaluation):*

The expected levels of performance for a third quarter student are **4**'s and **5**'s. The Liaison should be contacted under the following circumstances:

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

### **End of Year Evaluations**

The field practicum program is a collaborative effort between the agencies, field instructors, faculty liaisons and Director of Field Education. In order to ensure that the overall program continues to function at the highest possible level, the following evaluations are required at the end of each field practicum year.

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

The forms for all student evaluations will be provided to each student during the last scheduled field integrative seminar of the academic year. The same procedures as is used for Student Evaluation of Teaching Effectiveness (SETE) should be followed. A student representative should be designated to collect the completed evaluation forms in the large envelope provided. The faculty member should leave the immediate area while the forms are completed to ensure confidentiality. Once the designated student has collected the completed forms, the envelope should be sealed and hand delivered to the departmental clerk or secretary. All evaluations are considered confidential and are utilized for program and faculty evaluation and development.

## **GRADE FOR FIELD**

The student receives a grade of credit or no credit for the Field Practicum course. The field instructor will recommend credit or no credit on the IPT database at the end of quarter evaluation. The faculty liaison will consider the field instructor recommendation, determine the student's participation in Field Seminar, and will electronically submit the grade on My Coyote. The field liaison recommends the grades based on the: **1) student attending and completing all field assignments; 2) student's participation in field seminar; 3) student's self evaluation, and evaluation by the Field Instructor; and 4) field liaison's assessment of the student's professional development relative to the practicum objectives set forth in the Field Manual.**

An occasional grade of "Incomplete" may be approved for unexpected circumstances by the Seminar Instructor. The need for the "Incomplete" is discussed by the student with the field instructor and field liaison. Students must be cognizant that an "incomplete" grade most likely will affect disbursement of financial aid for the following quarter.

### **Repeat Policy (Re: A Grade of No Credit (NC) in Field)**

Students may receive a 'no credit' (NC) for field due to inability to complete the required time commitment, and/or for inability to achieve minimum competence in one or more key Learning Objectives. When this occurs, the Director of Field Education, in consultation with the field instructor, faculty liaison and the student, will make a professional determination regarding the student's potential for succeeding in field.

If the reason for the NC is because of legitimate issues and no other performance concerns have been identified by the liaison and/or the field instructor, the student will be allowed to repeat the field course the following quarter.

#### Level 1 Review Relating to No Credit

If the reason for the NC is due to a performance issue and the student wishes to repeat the course, the following steps must be followed: (These steps are in accordance with the *Student Performance Review Procedures* outlined in the *Graduate Student Handbook*.)

The Director of Field Education will meet with the student to discuss the performance issues involved. The Director of Field Education will also consult with the student's faculty liaison and the academic advisor prior to the meeting. The purpose of this meeting will be to make an initial determination as to whether the behavior that caused the student to receive a NC for the field placement course is amenable to change and whether the student exhibits self-awareness of the areas needing improvement. If these criteria are met, the Field Director will develop with the student a written plan for improving the areas of problem performance.

The student must gain clearance from the Director of Field Education prior to repeating the field course. If the student gives evidence of having followed the performance plan and has improved sufficiently in the problem areas, the Director of Field Education will

refer the student to another placement to repeat the course. The Director of Field Education will facilitate the placement of the student in a new placement and the student's Learning Agreement will specify the behaviors, actions, or inactions that need attention. If the repeat field placement is not successful for reasons of poor performance, a NC will again be assigned and the student will not be allowed to repeat the course a second time.

#### Level 2 Review Relating to No Credit

If, after meeting with the student and the faculty listed above, the Director of Field Education concludes that the problem behavior is either (a) not amenable to change (b) an egregious breach of ethical conduct that poses serious concern about the well being of others, especially clients, and/or (c) the student does not exhibit self-awareness regarding the performance problems, the Director of Field Education will notify the Chairperson of the Student Review Committee to inform him/her of the student's failure in field. The Chairperson can call a Student Review (a.k.a. Level 2 Review) to determine the final outcome student's status in the program.

#### **Additional Reasons for Level 2 Review**

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

A supervisor or administrator of the agency retains the right to terminate a student's placement because of significant behavioral concerns. Also, the Director of Field Education may terminate a student's placement due to serious acts of omission or commission by the student in either the seminar class or field agency. Reasons for termination include (but are not limited to):

- On-going inability to meet learning objectives as outlined on the Student Learning Plan
- Presenting a risk to clients (e.g. verbal abuse to clients; sexual impropriety; dual relationship)
- Not following mandated reporting requirements
- Illegal drug use while at the practicum site
- Jeopardizing the safety of clients or staff or faculty
- Not consistently maintaining days and hours at the practicum site
- Being unable to openly accept feedback from the supervisor
- Personal issues significantly impacting on student's ability to meet agency, client or University and School obligations
- Failure to report previous criminal convictions
- Violation of the NASW Code of Ethics
- Not attending seminar class
- Verbal or physical threats to faculty/staff

The Director of Field Education will thoroughly review the reason(s) for termination and refer the matter to the Chair of the Student Review Committee for review and final disposition. The Committee's recommendations could range from developing a corrective action plan to dismissal from field or the program (see Level 2 Review as outlined in the MSW Student Handbook).

# FIELD WORK AGENCY: PROCESS AND REQUIREMENTS

## Process for Placement Site Selection

The selection of an agency to serve as a field practicum site is a joint process between the agency and the department. It is contingent upon mutual commitment to social work values, ethics and professional goals designed to enhance the lives of those that are served.

### 1. Procedure

The School of Social Work's Director of Field Education assesses each prospective field placement's capacity and potential for providing adequate setting experience, supervision and instruction to ensure a quality field practicum experience for students.

### 2. Potential Field Practicum Sites

Potential field practicum sites might be identified or recommended by students, community persons, faculty, or agency personnel by contacting the Director of Field Education.

### 3. Initial Agency Review

The Director of Field Education will determine if the agency's program is consistent with the School of Social Work's mission and curriculum goals. If so, a site visit is scheduled.

### 4. On-site Visit

The Director of Field Education will visit the agency to assess its potential for student placements. Factors included in the assessment are: whether the agency can provide resources and learning opportunities, professional field instructors and also whether the department can respond to agency interest and needs in a reciprocal fashion.

### 5. Approval

If both the agency and the Director of Field Education are satisfied with results of the on-site visit, the site is approved as a practicum placement, contingent on the identified instructor completing the required training.

### 6. Field Instructor Training

Each field instructor must complete the required Field Instructor Certification Training unless they have been certified by another accredited School of Social Work at another university.

7. Agency Approval and Notification

The agency is notified in writing of approval by receipt of the university/agency agreement form signed by the university contract officer and by the agency director.

8. Affiliated Status

After approval, the agency enters into affiliated status with the department. The following describe status relationship:

- a. Active - Affiliated with current student placements.
- b. Inactive - Affiliated with no student placements.
- c. Pending - Agencies in the process of developing placement and negotiating an agreement with the Department of Social Work.
- d. Closed - Agencies that might have been used for placement, but are no longer affiliated with the department.

**Guide for Agency Selection**

Criteria for selecting agencies are predicated on their ability to provide a student with the opportunity to acquire practical professional experience through instruction and supervision activities 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 department'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. 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**

1. The agency 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 agencies Executive Director or senior staff member.
3. Quantitative as well as qualitative practice learning experience with individuals, families, groups, agency administration and communities 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 department, 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.
6. Whenever possible, agencies are encouraged to make available education stipends.

### **Other Desirable Practices**

1. Two or more students placed in an agency and at least two students per field instructor.
2. Students' exposure to staff, social workers, and other professionals that might provide learning opportunities.
3. A willingness of the field instructor and/or other agency personnel to participate in integrative seminars, serve on various other department committees and participate in special Department or University activities.

### **Guidelines for Selecting Field Instructors**

Field instructors selected by both the agency and department should satisfy the following criteria:

1. MSW with at least two years post-degree experience, preferably an LCSW.
2. A minimum of six months employment at the agency in question prior to becoming a field instructor.
3. Commitment to participate in the Field Instructor Certification Training and the annual update seminar provided by the School of Social Work.

CSUSB requirements can be waived in special circumstances. In such situations, close supervision of the Field Instructor must be provided by the faculty liaison and the arrangement must have the advanced approval of the Director of Field Education.

## **Field Instructor Expectations**

To ensure the highest quality field experience for our students, it is the goal for all field instructors to:

1. Complete the required certification training including an orientation to the department's curriculum;
2. Develop a clear learning contract with the student concerning performance expectations. These expectations must be stated in terms of behavioral learning goals, methods of achievement and standard of measurement;
3. Provide at least one hour a week for individual supervision with the student. An additional hour of group supervision is encouraged when there are more than two MSW students;
4. Provide feedback to the student concerning his/her performance in writing on an ongoing basis;
5. Make available or develop specific practice opportunities that will enable the student to fulfill the expectations of the learning contract.

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

## **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. The Director of Field Education is available to answer questions, participate in problem solving, and provide a range of administrative consultation 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.

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 welcomed.