



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD™

MSW PROGRAM

FIELD MANUAL 2023-2024

Edited by the CSUB Field Faculty

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FIELD EDUCATION POLICIES AND PROCEDURES

The mission of the California State University, Bakersfield, (CSUB) Department of Social Work is to prepare students for social work practice and leadership at the advanced generalist level. The Department seeks to equip graduates with the knowledge, values, and skills required to competently and ethically work with individuals, families, groups, organizations, and communities using best practices. Additionally, the Department is committed to improving social conditions in the Central Valley by promoting culturally responsive practice, social justice, and life-long learning.

Field education is often one of the most challenging, and simultaneously rewarding, parts of graduate social work education. Each year CSUB MSW students contribute over 120,000 hours of vital support to over 80 public and nonprofit social service agencies and their vulnerable clients, while engaging in opportunities to gain and demonstrate social work practice competencies in real-world settings. Throughout the course of your field education experience, you will be trained and equipped with the knowledge of professional practices, policies, and programs required to address a wide range of contemporary societal problems. Upon graduation, you will be prepared for professional practice as a master's-level social worker within your chosen specialization area(s).

The Field Manual

The Field Manual is your primary resource and reference guide to CSUB MSW field education requirements, policies, and procedures. The Manual also sets forth the obligations that you have, not only to the Department of Social Work, but to the faculty and to your fellow students in terms of academic and professional conduct and ethical standards expected of all learners in field education. Everyone involved in field education – students, faculty, staff, and agency-based field instructors and field education partners, is accountable to the policies and procedures outlined in the Field Manual.

ROLES AND RESPONSIBILITIES

Overall management of the field program is provided by the Director of Field Education. Field faculty members are actively involved in establishing and implementing policies and procedures. Additional input on program issues and changes is also sought periodically from participating agencies and students. The field program curriculum and administration is overseen by the Director of the MSW program and the full faculty of the Social Work program.

Director of Field Education

The Director of Field Education is responsible for the development, administration, and coordination of the field education portion of the social work program. In consultation with the field faculty, the Director of Field Education evaluates and selects social work agencies as potential placements for students, approves assignment of field instructors and task supervisors, and coordinates the placement of all practicum students. The Director of Field Education resolves issues that arise in the implementation of the field education program and, in consultation with the field faculty, makes final decisions regarding those issues. Other functions include, but are not limited to, teaching, curriculum planning, policy making, public relations, maintaining student files and documentation, and developing and providing educational meetings and collaborative conferences with the Department Chair, field faculty, field advisory committee, and field instructors.

Field Faculty Roles and Responsibilities

CSUB MSW Program field faculty responsibilities include:

1. Maintaining knowledge of changes in policy, practice, and institutions in their assigned field of practice in order to enhance the relevancy of school curricula.
2. Recruiting, screening, and orienting desirable new placement settings.
3. Maintaining and improving existing placement settings.
4. Guiding the placement process of assigned students by conducting assessments, determining student eligibility for field education, considering all available placements, and facilitating or recommending matches whenever possible.
5. Orienting, training, supporting, and evaluating agency Field Instructors and other involved agency personnel.
6. Leading field integration seminars.
7. Assisting with the development of competency-based Learning Agreements and reviewing competency-based evaluations.
8. Maintaining regular contacts with Field Instructors and students to support the field instructional process and to solve any problems that might arise regarding a placement or student's performance.
9. Participating in the evaluation of students, Field Instructors, and agency settings.
10. Offering individual educational or professional advising, mentoring, and/or coaching to students and Field Instructors.
11. Determining and submitting student grades in field education courses.

Each student who is in a field practicum placement is enrolled in a field practicum seminar. The seminar instructors assist students in integrating theory with practice and serve as liaisons with field agencies to assure implementation of the field program as part of the social work curriculum. The liaisons typically contact each

practicum site once per semester to facilitate ongoing communication. When issues arise in field placements, the liaison is initially responsible for seeking resolution. Liaisons report emerging issues to the Director of Field Education and involve the Director of Field Education as necessary to resolve issues.

At the end of each academic semester, the seminar instructor collects the field instructor's written evaluation of the student in the practicum setting and, after reviewing the evaluation, assigns a grade.

Field Instructors: Role and Responsibilities

The Field Instructor is the student's instructor in the agency, providing administrative and educational supervision of the student. The relationship between students and their field instructors is central to students' learning and preparation for social work practice. Field instructors serve as teachers, supervisors, mentors, and gatekeepers for the profession. Satisfactory student progress in field instruction depends on agency support, student readiness for placement, school-based preparation, and the skill of the field instructor in managing field instruction process.

Field instructors must have sufficient training and experience in the required practice modalities to supervise student's work. These practice domains include but are not limited to case management, counseling, group work, advocacy, referral, resource development, family work, needs assessment, evaluation, policy and program development and implementation, personnel and fiscal management, development, and/or other clinical or administrative services. All field instructors are required to complete a workshop orienting them to the role of field instructor and are offered annual opportunities to update and advance their field instruction skills.

Task Supervisors

When a qualified Field Instructor is not available for day-to-day oversight of an internship experience, a Task Supervisor is assigned. The Task Supervisor is an agency employee who works in coordination with the Field Instructor to facilitate the internship. The Task Supervisor helps the Field Instructor assign cases to the student, works with the student and the Field Instructor to prepare and monitor the Learning Contract, and is consistently available on site to the student for consultation. The Task Supervisor is also available for coordination with the student, the Field Instructor, and the Faculty Liaison.

CSUB MSW Student Roles and Responsibilities

To be in a field placement, a student must be in good standing in the MSW program, this means that students must maintain a minimum GPA of 3.0 or better while in the program, have completed the necessary prerequisites, and be concurrently enrolled in any co-requisites. Any exception to this policy will be at the discretion of the Director of Field Education. MSW students are expected to be motivated adult learners who are committed to the social work profession as a career and who actively participate in the learning process. Students are expected to act in accord

with the policies of the University, the Department of Social Work, and of their internship agencies.

Because social work students are assigned duties in public agencies that serve vulnerable populations and will, upon graduation, be eligible to perform the full range of entry-level social work services, students in field placement are expected to behave in a professional manner at all times. Students are guided by the Code of Ethics of the National Association of Social Workers, by agency codes of conduct, by the CSUB Code of Student Conduct.

Throughout the placement period, the student should play an active role in defining the agenda for field instruction meetings, including identifying issues that should be discussed. While Field Instructors are encouraged to provide proactive instruction, when possible, students are also expected to learn how to identify and resolve dilemmas independently by using critical thinking and applying professional judgment. Finally, students are also expected to demonstrate engaged and receptive approaches to learning which include initiating activities and responding to feedback and direction.

Students must introduce themselves as students or interns to clients and colleagues and should not convey the impression that they are regular agency staff or already possess their MSW degree.

STUDENT SAFETY

Student safety in field education is a shared responsibility of everyone involved in the field learning experience. CSUB MSW program safety and security policies procedures are designed to support the protection of students from undue occupational risk, and the protection of clients and community members from privacy breaches and substandard psychosocial care.

Liability Insurance: CSUB's Social Work program provides all MSW student with professional and general liability insurance for legal protection if an act or omission occurs at field placement that inadvertently leads to harm. Premiums for this required liability coverage are paid by the student (\$20.00). All students accepted into the MSW program must be eligible for field placement, and for required coverage under the Department of Social Work's professional liability insurance policy.

Universal Safety Standards: The MSW field education program has established the following universal criteria for supporting student safety in field education.

1. Students should be in full compliance with all mandatory insurance, health screening and immunization requirements prior to starting any field placement. Students should maintain this compliance throughout their

- graduate student career, including timely satisfaction of any new or additional requirements that may be mandated by the University, the Department of Social Work, or any agency hosting social work student field placements.
2. When in field placement, all students are required to follow the occupational health and safety requirements of the placement site.
 3. Agencies hosting social work student field placements should have explicit, written safety and security policies and procedures in place that meet the policies for safety, security and privacy outlined in this guide. Field placement sites should require student interns to follow the same safety and security policies and procedures that are required for all agency staff. Agency-based field instructors should orient students to all agency safety and security policies and procedures and review them regularly throughout the student's placement experience. At a minimum these should include:
 - Required health screenings and clearances, including immunizations
 - Building and office security
 - Home visits
 - Client transportation
 - Working with clients who may pose a safety risk
 - Emergency preparedness and response
 - Confidentiality of client information and agency data
 - Use of social media and technology
 - Safety and security of remote and telehealth services
 - Personnel policies for the prevention of and response to incidents of harassment or discrimination.
 4. Agencies hosting social work student field placements and all students in field placement should adhere to established public health guidelines and be fully compliant with all public health directives or emergency orders that may be implemented currently in effect at any time.
 5. Agencies hosting social work student field placements should provide training opportunities for students to develop knowledge, skills, and abilities relevant to safe social work practice, social workers' responsibilities for emergency preparedness and disaster response.
 6. Field placement agencies and agency-based field instructors should establish and implement protocols for providing support to students who express concerns about their safety in field placement.

Agency Safety Policies

Agencies hosting social work field placements for MSW students should require student interns to follow the same safety and security policies and procedures that are required for all agency staff.

Field Instructors are expected to communicate and orient students to all agency policies and procedures for safety and review them regularly throughout the student's placement experience to reinforce knowledge, skills and abilities related to safe social work practice. At a minimum this should include information about:

- Site, building and office security.
- Procedures for ensuring that the Field Instructor or other staff know (or can easily ascertain) a student's location during field practicum hours.
- Occupational health and safety requirements specific to the field placement setting.
- Emergency preparedness and response procedures, including when and how to summon security or police assistance; and, in the event of natural disaster, evacuation route and procedures.
- Universal precautions and safety protocols in place for public health emergencies, including agency policies and procedures for implementing or responding to public health directives or emergency orders.
- Staff responsibilities and procedures governing work with clients who may pose a safety risk, and the management of violent clients or other individuals.
- Procedures for responding and providing support to students who express concerns about their safety in field placement.
- Safety on home community visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided.

Home Visits

Thorough preparation should be made for student home community visits with consideration given to the following elements:

1. Selection of clients and home environments that are not presumed to be dangerous to the student.
2. Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged normally safe.
3. Discussion of the neighborhood including any potentially dangerous areas.
4. Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home.
5. Clarification of the purpose and development of a specific plan for the visit.
6. Discussion of what to do should the client or anyone else present a threat to the student.
7. Opportunity for the student to observe home visits before conducting them and/to be partnered with another member of the agency.
8. Provision of appropriate support and backup. Depending on the situation and the student's experience with home visits, this may range from accompaniment of another worker or security person, to immediate availability of telephone consultation. At minimum, the student's Field Instructor should know when and where a visit is to take place and arrange for telephone consultation.

Prohibited Student Activities

MSW Students in field practicum placements may not be assigned the following activities:

1. Physical restraint of clients.
2. Transportation of a client in the student's private car.
3. Transportation of a client with a recent history of violent behavior in an agency car.
4. Treatment of a client with a history of violence toward staff.
5. Work in the agency at times when or in areas where other staff are not present; or, if performing remote duties, when a supervisor is not immediately available by phone or text message.
6. Distribution or handling of medications.
7. Clinical responsibility for a client at high risk for suicide without reviewing if the student possesses the requisite time, skills, knowledge, and supports to manage the client.
8. Clinical responsibility for other high-risk clients without review.
9. Other activities that go beyond the scope of social work practice or the capacity of an MSW intern or may place the intern or client at risk for harm.
10. Students should immediately disclose any safety concerns to their assigned Field Liaison.

Confidentiality of Client Information and Agency Data

NASW Code of Ethics requirements regarding confidentiality of client information extend to the use of confidential information from field placement in classes, seminars, and in student assignments. **Students may not divulge client, collateral, or collegial information.** All students in field placement must adhere to the following requirements for ensuring confidentiality of client information and agency data:

1. Students are required to disguise all names, demographic information and any case details that might identify a client or co-worker.
2. Client files and records should not be removed from the agency without following clear agency protocols about their maintenance and protection.
3. Students should only review records of clients they are actively engaged with or are assigned to review for learning purposes.
4. Students should not use agency data, even if de-identified, for classroom assignments or public consumption without the explicit permission of the agency.
5. When a student is completing remote tasks electronically, they must use agency technology or equipment and follow all agency protocols related to protecting privacy information.

Use of Social Media and Technology

While at field practicum, students must refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal internet browsing from agency computers. Use of social media including text messaging, tweets, Instagram, and Facebook-type postings should never directly or indirectly reference information or events related to field placement or include images or photographs. As students assume professional roles, they are encouraged to update their privacy settings and to use professional discretion about what they post online.

Work-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, smartphones, or other devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency.

FIELD EDUCATION CURRICULUM

As the signature pedagogy for social work, the intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. CSUB's concurrent model of MSW field education requires students to engage simultaneously in academic classroom learning and agency-based experiential learning in approved field placements.

CSUB's MSW Program aims to educate and train graduates for professional, multilevel social work in specific areas of practice. The MSW field education program supports and contributes to this mission by:

1. Providing students with opportunities to strengthen their ability to integrate values, knowledge, and skills while simultaneously engaging in graduate course work and sequenced real-life practicum experiences.
2. Helping students achieve mastery of professional competencies through progressively immersing them into the role of professional social worker while being provided with formative and summative evaluation from agency field instructors.
3. Facilitating the development of strong lifelong practice learning competencies in students, including using consultation, being self-reflective, considering multiple, often conflicting sources of knowledge, applying critical thinking and ethical decision-making skills, and demonstrating effective response to common agency-based dilemmas.

These objectives for **competency-based field education** are achieved by selecting, arranging, and monitoring field placements; leading field integration seminars; and working collaboratively with students, practice professionals, and academic faculty

members to develop and advance multilevel social work practice knowledge, skills and abilities.

GENERALIST FIELD PRACTICUM

Introduction

Field instruction is an integral component of the curriculum in social work education. Students enrolled in Field Practicum spend 20 hours each week in a field placement applying the knowledge, skills, and values learned in other courses. The field experience is guided by an individualized learning contract that students develop with their field instructors. They meet with a field instructor for a minimum of 1 to 1.5 hours per week. As part of the Field Practicum, students also participate in a weekly seminar. The Field Practicum Seminar provides students the opportunity to integrate knowledge, skills, and values with field experience.

Objectives

Upon completion of the Generalist field practicum, students will demonstrate the ability to:

1. Demonstrate Ethical and Professional Behavior.
 - a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context to social work practice ethical dilemmas.
 - b. Use reflection and self-regulation to distinguish between personal and professional values in social work practice situations.
 - c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
 - d. Use technology ethically and appropriately to facilitate practice outcomes.
 - e. Use supervision and consultation to guide professional judgment and behavior.
2. Engage Diversity and Difference in Practice.
 - a. Apply and communicate an understanding of the importance of diversity and difference in shaping experiences in practice at the micro, mezzo and macro levels.
 - b. Present themselves as learners and engaging clients and constituencies as experts of their own experiences.
 - c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
 - a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

- b. Engage in practices that advance social, economic, and environmental justice.
- 4. Engage in Practice-informed Research and Research-informed Practice.
 - a. Use practice experience and theory to inform scientific inquiry and research.
 - b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
 - c. Use and translate research evidence to inform and improve practice, policy, and service delivery.
- 5. Engage in Policy Practice.
 - a. Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.
 - b. Assess how social welfare and economic policies impact the delivery of and access to social services.
- 6. Engage with Individuals, Families, Groups, Organizations, and Communities.
 - a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
 - b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 7. Assess Individuals, Families, Groups, Organizations, and Communities.
 - a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
 - c. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
 - a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
 - b. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 - c. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
 - d. Facilitate effective transitions and endings that advance mutually agreed-on goals.
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
 - a. Select and use appropriate methods for evaluation of outcomes.

- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Requirements

Students enrolled in the generalist field practicum are required to spend two and one-half hours per week in the field practicum seminar and 20 hours per week in the field practicum placement. The field seminars consist of readings in assigned texts, articles, and other outside materials as well as role-plays, videos, and guest speakers to integrate classroom learning with the field experience. Students are required to complete a learning contract by the end of the third week of placement. Students are also required to participate in 1 to 1.5 hours of direct supervision per week with an MSW and to complete a minimum of one weekly process recording and a learning log. Submission of weekly learning logs is required of all students.

Students must complete a total of 320 hours in the field practicum placement. At the end of the generalist practicum experience, students must have a positive field evaluation in all nine competencies in order to advance to the final year. This will mean that the student will have a score of 3 or better in all nine competencies. Students are also required to purchase liability coverage (\$20) prior to the start of their field practicum. This coverage can be purchased on campus or online.

Students will also be asked to sign a Waiver of Liability form prior to the start of their internship experience. See Field Manual Appendix M.

Catalog Description of Generalist Field Courses

SW6500: Field Practicum

This course includes 20 hours each week of supervised practice experience in a community social agency and a 2.5-hour integrative seminar. The course focuses on the application of generalist knowledge, skills, values, ethics, and cognitive/affective processes to practice with individuals, families, groups, and communities. Students develop skills in the effective use of self; in assessment, intervention, and evaluation; in written and oral professional communication; in effective use of supervision; and in critical assessment of agency policy and practice. The course may extend beyond the limits of a typical semester. Prerequisites include admission to the program and completion of SW 6400.

By the end of the SW 6500 Generalist Field Practicum experience, students are expected to satisfactorily demonstrate competency of the generalist social work practice skills taught in the generalist courses.

ADVANCED GENERALIST FIELD PRACTICUM

Introduction

The advanced field practicum, like the generalist practicum, is an integral component of the curriculum in social work education.

The advanced practicum builds upon the generalist practicum and is designed to enhance the generalist experience through supervised social work advanced practice experience.

Objectives

The learning objectives in the specialized practice field practicum build upon the broad objectives of the generalist practicum. By the end of the specialized practice practicum series, the student will demonstrate the ability to:

1. Demonstrate Ethical and Professional Behavior.
 - a. Develop a plan for continuing professional education and development.
 - b. Integrate the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics to justify ethical decisions at the micro, mezzo, and macro levels of social work practice.
 - c. Integrate input and support from supervisors/consultants into their practice.
2. Engage Diversity and Difference in Practice.
 - a. Use a culturally sensitive approach, modify, and adapt evidence-based interventions to meet the needs of diverse populations.
 - b. Collaborate with and empower diverse clients integrating strengths-based approach.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
 - a. Develop advocacy efforts that promote social justice, service improvements, and growth in interprofessional settings.
 - b. Integrate a human rights perspective that addresses the effects of oppression, discrimination, and historical trauma across multiple systems.
4. Engage in Practice-informed Research and Research-informed Practice.
 - a. Integrate practice experience and theory to inform scientific inquiry and research.
 - b. Critically evaluate the application of research evidence to practice, policy, and service delivery.
5. Engage in Policy Practice.
 - a. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.

- a. Integrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
 - a. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
 - b. Critically evaluate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to effectively assess clients and constituencies.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
 - a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
 - a. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
 - b. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Requirements

To enter the Specialized Practice Field Practicum sequence, students must have successfully demonstrated mastery of the core competencies as well as completed a minimum of 320 hours in the generalist field practicum sequence, or be an Advanced Standing student and concurrently enrolled in SW 6460 Advanced Practice. Students who have not met the required GPA of 3.0 will not be placed in the Advanced sequence until this matter has been resolved. Students should follow the numerical sequence for each semester of Advanced Practicum, which is SW6560 and SW6570.

The field practicum seminar runs concurrently with the student's field practicum placement. The seminar consists of readings from assigned texts, articles, and other selected readings. Interactive discussion will be reinforced by experiential exercises, videos, and guest speakers to help integrate classroom learning with the field practicum experience. Submission of weekly learning logs is required of all students.

Students will also be asked to sign a Waiver of Liability form prior to the start of their internship experience. See Appendix M.

Catalog Description of Concentration Field Courses

SW 6560, SW6570 Advanced Field Practicum (3 units)

Supervised practicum that engages students in supervised direct service activities and provides practice experiences for application of the skills acquired in all generalist areas. The goal is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker. Students are prepared for entry into an advanced generalist practice, with the ability to utilize a variety of intervention techniques in diverse settings and with diverse populations. The course may extend beyond the limits of a typical semester. Prerequisites: Completion of an approved generalist practicum sequence and completion of or concurrent enrollment in SW 6460.

ORGANIZATION OF FIELD COURSES

Type of Program	Fall	Spring	Summer
Full-Time Regular 1 st year	No Field	SW 6500	
Full-Time Regular 2 nd year	SW 6560	SW 6570	
Part-Time 1 st year	No Field	No Field	
Part-Time 2 nd year	No Field	SW 6500	
Part-Time 3 rd year	SW 6560	SW 6570	
Advanced Standing 1 st year	No Field	No Field	
Advanced Standing 2 nd year	SW 6560	SW 6570	

All students must arrange to be in the field practicum placement for eight to ten hours per day for two to two and one-half days each week unless other arrangements have been approved in writing by the Director of Field Education.

SELECTION AND APPROVAL OF FIELD AGENCIES

Selection of Agencies

The CSUB MSW program seeks to partner with field education organizations that demonstrate a commitment to the mission and goals of the University and of the Department of Social Work. The University has maintained working relationships with many community agencies since its founding. The MSW Program continues those relationships and will develop new ones. Our practicum placements offer a wide range of learning experiences. Although we attempt to provide appropriate placements in students' home communities, there is no guarantee that a placement can be provided near their home, so students must be prepared to travel a radius of 150 miles if suitable placements are not available.

Criteria for Agency Selection

To be considered for assignment of field students, an agency must demonstrate having an ongoing social service program, preferably overseen by an individual with an MSW, and the resources necessary to provide a quality learning experience in accord with the MSW curriculum, including availability of a field instructor who has an MSW degree and two years of post-graduate experience. At the discretion of the MSW program, an agency without a qualified field instructor may be selected for assignment of field students if arrangements can be made for appropriate supervision.

Process for Agency Selection

Agencies must complete an Agency Field Site Application before their acceptance as a field agency can occur. Selection of field agencies is as follows:

1. The Director of Field Education, faculty members, and Field Advisory Committee members suggest prospective field agencies.
2. In collaboration with the Director of Field Education, field faculty members review suggested agencies. The Director of Field Education then makes an initial contact to ascertain if the agency meets the Department's needs for the learning outcomes of the MSW program and to see if the agency has an interest in becoming a field practicum site. The agency is given a description of the field education component of the MSW program and the application to become a field site.
3. The Director of Field Education or a designated faculty member assists the agency in completing the agency application when necessary.
4. The prospective field agency returns the completed agency application to the Director of Field Education for review and processing.

5. The Director of Field Education discusses the applications that appear to meet Department needs with the field faculty either by calling a meeting or utilizing e-mail communication.
6. In consultation with the field faculty, the Director of Field Education determines whether to select the agency for placement of field students.
7. The Director of Field Education prepares and sends the agreement to the agency.
8. The Director of Field Education routes the agreement to the Procurement Office for official University signatures and approval.
9. The Procurement Office returns the agreement to the agency and sends a copy with original signatures to the Director of Field Education.
10. The Director of Field Education files the agency agreement and adds the agency to the database of field agencies.
11. The agency administrator must agree to enter into a contract or a memorandum of understanding with the University at the beginning of each placement.
12. The agency must operate with policies of non-discrimination based on age, race, gender, ethnicity, sexual orientation, physical disability, or religion.

Review of Field Agencies

1. The Field Director oversees the maintenance of a database of field agencies.
2. At the end of the spring term, the Field Director presents an annual report of field agencies to the field faculty.
3. The field faculty reviews the annual report of field agencies and recommends continuation, corrective action, or discontinuation of each agency.
4. The field faculty decides whether to maintain liaison with any agency recommended for discontinuation.
5. Students are not sent to agencies recommended for discontinuation.
6. Any field faculty member who has knowledge of changes in circumstances at any of the field agencies may recommend corrective action or discontinuation of the utilization of the placement. The final decision will be made by the Director of Field Education with the input from the faculty and field faculty.

7. Nothing in this section precludes the Field Director from removing students from a field agency.

The CSUB MSW Program seeks to develop and maintain ongoing relationships with the highest quality agencies and field instructors in our region. To that end, the Department may initiate communication with agencies of interest.

Agencies where students are placed are also reviewed annually to determine if they have been able to continue to meet the Department's criteria. Available data reviewed include the student's formal and informal feedback, review of the key documents submitted (learning contracts, first semester progress review, and final evaluation), and field faculty observations during in-person site visits and phone consultations with the agency and/or field instructor.

Students are required to submit to the Department of Social Work an end-of-year placement evaluation where they provide feedback on their agency experience which is used for purposes of quality assurance and improvement.

Criteria for Selection of Field Instructors

Field Instructors play a vital role in the professional development of students by providing them with learning experiences in social work practice.

Field Instructors are selected based on the following criteria:

1. Possession of an MSW from a CSWE-accredited School of Social Work
2. A minimum of two years post-MSW experience as prescribed by CSWE
3. A rating of Standard or Above Standard on the Annual Performance Evaluation at the employing agency
4. Commitment to developing skills in field education
5. Knowledge and understanding of the program in which the student will be located and for which the Field Instructor will provide supervision
6. Willingness and availability to participate in University activities such as orientation, training sessions, and meetings with faculty members
7. Commitment of availability for the entire field placement period
8. Willingness to be available to the student during the hours of field placement

Task Supervisors

Task Supervisors are agency employees who are highly experienced in the program to which students are assigned and who work in conjunction with Field Instructors to provide students with optimal learning in the agency.

Task Supervisors are selected based on the following criteria:

1. Possession of a bachelor's or master's degree in a human services field, such as psychology, sociology, or counseling from an accredited college or university,
2. A minimum of 2 years of professional or supervisory experience in the field,
3. A rating of Standard or Above Standard on the Annual Performance Evaluation at the employing agency,
4. Commitment to developing skills in field education,
5. Knowledge and understanding of the program in which the student will be located,
6. Willingness and availability to participate in University activities such as orientation, training sessions, or meetings with faculty members,
7. Commitment of availability for the entire field placement period,
8. Willingness to be available to the student during the hours of field placement.

PROCESS FOR ASSIGNING STUDENT FIELD PLACEMENTS

The field practicum is one of the most important learning experiences for the student. A great deal of preliminary planning goes into the placement process. The educational experience, work experience, and student career goals are carefully evaluated in planning an appropriate placement. Students must be in good standing in order to be considered for a placement. If a student's GPA is below the required 3.0, then the student will not be considered for placement.

The process for first year full time students is as follows:

Upon acceptance into the MSW program, students fill out a Graduate Field Practicum Application. They are told to contact the Director of Field Education to schedule a time to meet to discuss field placement options and student preferences. Not all student requests can be met, but every reasonable effort will be made to consider students' interests. **Students may not pursue their own field placements without permission of the Director of Field Education and should**

not contact any agency about a field placement without the prior approval of the Director of Field Education.

The Director of Field Education reserves the right not to place a student at an agency in which they have a conflict of interest. Conflict of interest may include, but is not limited to, dual relationships, such as a student having received services or having been employed at the potential practicum site. Students are responsible for disclosing to the Field Director any potential conflicts of interest or dual relationships with potential practicum sites.

The following represents the different steps needed in the process of placing a first-year student:

1. The student completes a background check.
2. The student schedules an appointment to meet with the Director of Field Education after completion of the Graduate Field Practicum Application.
3. The student prepares a student resume.
4. The student meets with the Director of Field Education. The student brings the student resume to the interview.
5. The Director of Field Education identifies placement options with the student based on the interview.
6. The student sets up one interview at a time and interviews at the first agency. If the first agency takes the student, there will be no need for the remaining interview prospects. **Students will be given only three opportunities to interview. If the student fails to get a placement after those interviews, the student will be referred for a student status review, which may result in discharge from the MSW program.**
7. Agencies notify the Director of Field Education of acceptance or rejection of the student.
8. The Director of Field Education notifies the student of placement.
9. The student completes Field Orientation.
10. The Field Instructor and/or Task Supervisor complete Field Instructor Training.

The Director of Field Education will consider student interests but will assign placements based on learning needs and availability of placements.

The process for the second field assignment is as follows.

1. The Director of Field Education will conduct a Field Practicum Fair where all qualified field agencies will be invited to campus to meet with all potential second-year students for a “meet and greet”.
2. In consultation with the field faculty and in consideration of student learning needs and availability of placements, the Director of Field Education will refer the student for an interview.
3. The agency will complete the designated forms to the Director of Field Education to notify the field office of the interview results.
4. Based on the outcome of the interview, the Director of Field Education will assign placement or refer for another interview. This step will be repeated as necessary to give each student a maximum of three interviews.
5. Any student who is not assigned to an agency after three interviews will be referred for a student status review, which may result in discharge from the MSW program .

**Please note that there are only a certain number of placements per agency and if more students request that agency than there are placement opportunities, the Director of Field Education, in consultation with the field faculty, will make the determination of which students are sent for an interview. .*

EMPLOYMENT-BASED PRACTICUM

The Purpose

An Employment Based Practicum (EBP) is an opportunity for the student to use his/her place of employment as the site for field practicum if the agency is able to offer appropriate learning opportunities beyond the applicant’s usual employment responsibilities.

Students may apply for an EBP if the following criteria are met:

- The student is working in a human service agency that can provide the needed educational opportunities for the student to learn the knowledge and skills determined by the Department of Social Work as necessary for meeting the educational objectives of the field practicum.
- These educational opportunities can be specified and clearly distinguished and separated from the student’s usual employment responsibilities.
- The agency is supportive of the student’s educational objectives and provides support for the student. For example, this support may be shown through

providing the student with release time for classroom and field instruction, or reassignment of the student to a position within the agency that will provide the needed educational opportunities.

- A qualified field instructor is available to supervise the student, and this field instructor is **not** the student's employment supervisor.

Note: CalSWEC students who are employees of the Department of Human Services must also submit an employment-based-practicum proposal.

What EBP is not

An EBP is not:

- An avenue for a student to get educational credit for the work they do in their place of employment;
- A way for employers to get more hours of work out of an employee they value through adding the practicum onto a full-time job;
- A "special" practicum. While the setting for an EBP may be different from a traditional practicum, **all** the expectations for field practicum specified by Department of Social Work must still be met fully at EBPs.

How to Apply for an EBP

Before completing the EBP application, the student must carefully discuss with his/her employment supervisor and agency administrator whether or not the above criteria can be met within the student's place of employment. The Department of Social Work is committed to working with students to ensure that the field practicum component of the student's education is a sound learning opportunity. The final decision on the EBP will be made by the Director of Field Education.

The application for EBP must include the following:

1. An EBP Cover Letter

- The student must write a cover letter explaining the reasons for requesting an EBP.
- An outline of the activities and tasks within the agency that will provide learning opportunities to support these educational goals.
- A detailed explanation of how these activities and tasks are related to the applicant's present employment or are being specifically designated as learning opportunities for practicum.

- Before defining the learning opportunities in the agency, briefly describe current employment responsibilities, and how these responsibilities will change for the field practicum.

These activities and tasks are needed to assess whether or not the learning opportunities provided within the agency will provide the applicant with the support needed to meet the goals of the generalist year.

The letter must also include:

- The student's name, address, telephone number, email address, and reason for requesting EBP
- Current position held at the place of employment
- Description of current job duties
- What area other than the current job duties is the student proposing to use as a practicum site.
- How it differs from the student's daily work activities

If the EBP application is approved, the student may find it helpful to refer to this section as he/she writes the initial learning contract. **This list of potential activities and tasks does not replace the learning contract that all students are expected to write in conjunction with the field instructor and field liaison at the beginning of practicum.**

2. Letter of Agency Authorization and Support from the Agency Administrator

An EBP requires the support of the agency administration to be a sound educational experience. This letter needs to specify the type of support the agency is willing to offer the student, and it needs to include the following information:

- The method by which the agency provides social work services that are clearly consonant with social work purposes and values and who within the agency provides these services. If qualified social workers are not currently employed in the agency, please comment on this and how the agency provides services.
- The way the agency will provide the range and depth of learning experiences appropriate to the applicant's educational level. For applicants completing the generalist level of practicum, these educational experiences must include opportunities to work directly with individuals and groups within a community or therapeutic setting and to work within the organizational setting to impact the provision of services.
- The way the agency will provide a qualified field instructor. This person may come from within the agency, or the agency may contract with a qualified MSW from the community. **The Field Instructor must be someone other than the applicant's work supervisor.**

- The agency's agreement to provide support for the Field Instructor to carry out these responsibilities including granting the instructor sufficient time and resources to carry out instructional responsibilities with the student, the agency, and the School. **Minimum time necessary is 1.5 hour per week.**
- The method by which the agency will support the applicant's educational program. For example, if the applicant needs to be released from work to attend classes, does the agency expect the applicant to work these hours at another time?
- The agency's expectation for the number of hours the applicant must work each week to complete **both** work and practicum responsibilities. Students are expected to have 20 hours per week in practicum-related activities, including field instruction. While there may be some overlap between work and practicum activities, the agency needs to clearly specify if the applicant will be expected to make up those hours that do not overlap.
- The way the agency will support the applicant's work supervisor in completing his/her responsibilities in the support of the applicant's educational program

3. Letter of Authorization and Support from the Applicant's Employment Supervisor

An EBP requires the support of the applicant's work supervisor to be a sound educational experience. Even if the agency administrator agrees to this arrangement, there needs to be a clear agreement between the agency administrator, the work supervisor, and the applicant about how the applicant's ongoing work responsibilities will be handled and how the agency will support the applicant in her/his educational program. This letter needs to specify the type of support the employment supervisor is willing to offer to the student, and needs to include the following information:

- The Department of Social Work requires the applicant's Field Instructor to be different from his/her work supervisor. However, it is imperative that a good working relationship be established between the Field Instructor and work supervisor to ensure appropriate learning opportunities for the student. The letter should include information on the student's current working relationship with the proposed field instructor and the manner in which they foresee this collaboration around the applicant's learning within the agency.
- Specification of how the work supervisor will support the applicant's educational program. For example, if the agency administrator has agreed to release the applicant from work to attend classes, does this create difficulties for the work supervisor and other staff in the area? If so, how will this be handled?

- The agency administrator has specified how many hours each week the agency expects the applicant to work to complete **both** work and practicum responsibilities. Please comment on this plan and how you can support the applicant to be both an employee at your agency and a student at the same time.
- What kind of support have you received from the agency to complete your responsibilities given your support of the applicant's educational program?

4. Letter from Proposed Field Instructor

The Field Instructor for a student in an Employment Based Practicum has the additional task of helping the student prioritize his/her learning and work as well as helping to structure learning opportunities for the student and to reflect on and analyze the work the student is engaged in from a social work perspective. As noted on the Field Instructor Responsibilities Agreement Form, the Field Instructor agrees to provide at least 1.5 hour of face-to-face *practice supervision* to the student each week along with participating in agency and school activities that are important to the student's learning. To provide quality field instruction, the Field Instructor must have the support of the Agency. The letter from the field instructor should comment on:

- Prior experience as a Field Instructor for an M.S.W. student and reasons for accepting the responsibilities to supervise this applicant. If the Field Instructor previously supervised M.S.W. students who were not employed in the agency, how do they conceptualize the differences between the two types of supervision?
- The relationship the Field Instructor currently has with the applicant, if any. For example, they may know each other from the break room but never have worked together or talked formally; or they may not work together but have developed a close relationship through volunteer activities. If they do have a prior relationship, discuss how this will influence the Field Instructor's role and how he/she will manage the tensions that may arise.
- The agreement that the Field Instructor has with the agency related to assuming the responsibility as the applicant's Field Instructor, including time released from other work obligations and agreements of confidentiality around the applicant's learning.
- The discussions the Field Instructor has had with the applicant's work supervisor around the applicant's work and educational responsibilities, how each of their responsibilities differ, and the importance of collaboration. In addition, it is important to clearly specify the parameters of confidentiality around the applicant's discussion of his/her work with the Field Instructor.

5. Proposed Field Instructor Resume

The proposed Field Instructor must have earned her/his M.S.W. degree from a Council on Social Work Education accredited School of Social Work and have at least two years of successful post-M.S.W. experience. **The proposed Field Instructor must also be someone other than the applicant's work supervisor and must be approved by the Director of Field Education.**

The Department of Social Work is required by the CSWE to maintain a current resume on all Field Instructors in our program. This practice documents that Field Instructors meet the minimum qualifications set forth in the accreditation standards. Even if the proposed field instructor already has a resume on file another copy should be sent with the application packet.

6. Current Job Description

A copy of the Field Instructor's current job description is required. This document is very important to understand the overlap and separation between the proposed educational activities and current job responsibilities.

RETENTION AND TERMINATION OF FIELD STUDENTS

Academic Retention and Dismissal

Field education is an integral part of the MSW curriculum, and all Department and University academic standards apply to field students. Students must successfully complete prerequisites before moving forward with field courses.

The practicum seminar (class), together with the field experience (agency placement), constitute the field practicum. Students must perform successfully in both class and the field to progress through the field practicum sequence. Students who do not successfully fulfill responsibilities in either the class or the field practicum placement will receive a grade of "No Credit." Students who receive a grade of "No Credit" must successfully repeat both the class and the field experience to continue in the field practicum. Field practicum courses must be completed in sequence.

Failure to successfully complete the first seminar sequence will prevent the student from proceeding to the next field practicum and accompanying seminars.

Retention and Dismissal Procedures

Retention and dismissal policies and procedures are delineated in detail in the MSW Student Handbook in the sections on Advisement and Student Status Review. Students are expected to be familiar with these policies.

Grievances Regarding Field Practicum

The student has the right to challenge aspects of field education—including the agency placement, the agency field instructor, and the practicum evaluation—when he/she considers the experience unfair or unsatisfactory. The student should first discuss such grievances with the party with whom the grievance occurs and then should proceed through the administrative channels as outlined under “Student Responsibilities.”

Normally, the policy is to not change a placement at the student’s request unless the student provides documented evidence that indicates that the placement is not providing a good learning experience, or if there is evidence that the student has been discriminated against. Before requesting a change of placement, the student is expected to have discussed the issue with the Field Liaison and Field Instructor.

Termination of Field Practicum

The student is expected to remain in the same field placement for the required semester(s). However, in unusual circumstances, a placement may be terminated.

The following reasons may precipitate termination from the practicum:

- The student does not meet expected standards. For example, during the first placement, the student is expected to demonstrate readiness for work in a professional agency by being punctual, managing his/her time schedule for practicum and classes, informing the field instructor of activities and when he/she will be available in the office, and presenting themselves in a professional manner, including dress and courteous interactions with personnel. When the student’s performance is below the expected standard, this may constitute reason for termination. The advanced level student (specialized practice practicum) is expected to have demonstrated the expected behavior of a beginning professional social worker and to have acquired the knowledge, values, and skills of an entry-level social worker.
- The student violates the NASW Codes of Ethics. All students are expected to be familiar with and to practice within the boundaries of the NASW Code of Ethics. Accusations of violations of the Code of Ethics will be addressed through special advisement and student status review procedures as outlined in the MSW Student Handbook.
- The agency fails to provide appropriate learning experiences, adequate supervision, or adequate learning space. In this instance, reasonable efforts will be made to place the student with another agency.
- Unexpected events in the life of the student or within the agency. This may result in failure to achieve the core competencies and skill in practice behaviors. Some of these factors may not be a matter of individual fault. In

some instances, circumstances may allow the student to discover that social work is not the right profession for him or her.

It is extremely important that all parties involved make every effort to identify problems as early in the process as possible so that they may be addressed and mediated if possible. This requires good communication between student, faculty, and field agency. A written summary of problems and attempts at mediating should be a part of the student's field education file and program file.

These guidelines cannot address every possible situation that may arise in field education. The faculty of the Department of Social Work is responsible for interpretation and implementation of these guidelines in the best interests of the profession and of the clients who are served by students and graduates of the program. Therefore, all guidelines in this handbook are subordinate to the collective wisdom of the Department of Social Work.

HANDBOOK FOR FIELD INSTRUCTORS

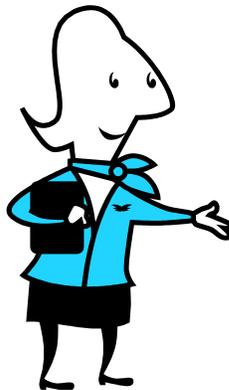
You have decided to step up to the challenge of being a field instructor and embrace all of the responsibilities that the role encompasses. . . . Thank you!

This section of the field manual will provide both Field Instructors and Task Supervisors with information on what field instruction is, what the program expectations are of the Field Instructor, and instructions on how to make the field experience an exciting and appropriately challenging learning opportunity for a Master's level field practicum student.

The field experience is seen as the backbone of the learning experience in a social work program. The experience provides students with opportunities to take what they learn in classes (theory and methods) and use it in practical application in hands-on "real-life" social work settings.

The field practicum has also historically been referred to as providing a gatekeeping role for the profession. Simply stated, the field practicum is where we, as educators, get the opportunity to observe and scrutinize a student's ability to provide the best possible service to a multitude of clients. We have the responsibility to assure that only those students who can perform effectively as professional social workers are admitted to the profession.

The Field Instructor and Task Supervisor are the individuals who assign cases to students in their field practicum and lead the students through whatever it takes for them to learn how to deliver the services that are specific to the agency. So . . . how are you going to do it? Here we go!



Okay, so I am a Field Instructor/Task Supervisor. Now what?

- Introduction to the agency
- Introduction to agency personnel

- Agency tour
- Backup coverage
- Who is the designated Task Supervisor when the Field Instructor is out?
- If neither the Task Supervisor nor the Field Instructor is available, who is responsible for the student?
- Supervision
 - a. Learning contract
 - b. Process Recordings
 - c. Student evaluations
 - d. Time sheets
 - e. Faculty Liaison
 - f. Weekly Supervision
 - g. Coordination between Field Instructor, Task Supervisor and the student.
- Workload
- Termination of Field Practicum

Introduction to the Agency

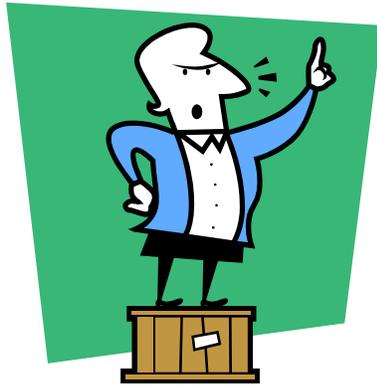
For many of the students coming into the MSW program, field practicum is their first hands-on client-based experience, and others may already work in an agency that provides assistance to a specific population and have limited human services experience. Your responsibility is to remember that students are there to learn and that you as a Field Instructor or Task Supervisor are there to **teach**. The process begins with you, telling the student about the agency and giving the student a copy of the agency policy and procedures manual, just as you would a new volunteer or a new employee. Give the student a deadline on when to have the material read and check with the student to see whether or not he or she has any questions after having read and digested the material. Many agencies have huge manuals and/or several volumes of rules and regulations. Students only need a condensed version of these. They do not need to spend two to three weeks on getting to know the rules!



Introduction to the Agency Personnel

As a Field Instructor or Task Supervisor, it is also your responsibility to take the student on a tour of the facility and to introduce the student to key individuals who work in the agency, paying special attention to introducing the students to the people that they will be working with on a weekly basis. This would also be the time to decide to whom the student will be reporting in your absence.

Remember, if you are the Field Instructor or Task Supervisor, students are your responsibility and so is their learning process within the agency. You are a teacher!



Agency Tour

During the tour, be sure to show students where the nearest restrooms are, where the break room is, and of course, where their own offices.

Backup Coverage

If you are the Field Instructor and you have to be out of the office on a day that the student is in, to whom will the student report? Who is the designated “Task Supervisor”? This is something that you need to work out immediately with your co-workers and your student so that in the event you are not available to the student, the student will know whom to approach for guidance. There should be one designated individual. This will help both the student and the agency in the event you are unavailable to the student. Once you have chosen someone, let the student and the Faculty Field Liaison know who that person is going to be.

What happens if both the Field Instructor and the Task Supervisor are unavailable to the student? First and foremost, we hope that never happens, but in the event, it does, who are you going to have as a back-up task supervisor? Will everyone in the office be responsible for this student’s learning? If the answer to that is “no,” then you need to have a backup. This can be your immediate supervisor or a co-worker, but again, choose one and let the Faculty Field Liaison and the student know who it is.

Supervision

Field instruction can be very rewarding. It can also be time consuming, but you have agreed to teach a social work student how to be a social worker, so now let's discuss what that entails. First and foremost a field practicum placement is different from an apprenticeship. An apprenticeship trains an individual for a specific skill at a specific workplace. An internship/practicum helps the student integrate theory with practice that can be generalized to the profession, not just to a specific agency.

As a "Supervisor" of an MSW student, you will be responsible for assuring clients' welfare, managing confidentiality and its limits, and obtaining the clients' permission for the student to work with them. Yes, you need to get clients' consent for students to handle their cases. You also need to remind the students of their responsibility to the clients and all that that responsibility entails.

Supervision of students differs from that of an employee. Students are not paid to be there, nor are they "volunteers" in the sense that most agencies define volunteers. They are "social workers in training," and you are the trainer.

The first phase in the supervisory process (for the purposes of our program) is to set aside a ***consistent*** weekly meeting time. The Council on Social Work Education (CSWE) mandates that MSW students receive 1.5 hours per week of supervision by an MSW. This is a face-to-face meeting with the student. It is strongly recommended that on the student's first day of field practicum placement you determine a set time and place for that 1.5-hour block of supervision time. Once the time and place have been determined, you can move on. The next step in the process is to ***ask the student to provide you with a copy of their course syllabi, especially those for Practice and the Practicum Seminar.*** This will help you when you begin to work with the student on developing the learning contract.

Learning Contract (Agreement)

You will find the format and an example of a learning contract in the Field Practicum Manual. The recommended procedure is that the Field Instructor fills out a copy, the student fills out a copy, and then the two of you sit down together, compare your drafts, edit, and complete the final contract. ***The Learning Contracts are to be completed and submitted to the student's Field Seminar instructor by the end of the third week of the field practicum placement.***

Process Recordings

The Process Recording is another learning tool that is used in the field practicum process. Although students often resist doing them because of the time and effort involved, they provide a valuable opportunity for you to find out how the student interacts with clients, and they provide students an opportunity to examine their own interpersonal and intrapersonal processes. **Students are required to complete and**

submit to their field instructor one process recording each week. Please allow the student time while in their internship to complete this task. Ideally, have the student complete this task shortly after they have face to face contact with the assigned case. Also, have the student submit this recording to you prior to Field Instruction so that the student can receive feedback during their time with you. The seminar instructor will review at least two during each term. An example of one can be found in this manual, and at <https://www.csub.edu/socialwork/> under Field Education (click on Forms). If you need assistance with this, contact the Director of Field Education.

In addition to the written process recordings, it is imperative that Field Instructors use other means, such as direct observation and electronic recording, to assure that the student's interaction with clients meets professional standards. Being a "student" does not reduce the obligation to meet professional standards of care.

Time Sheets

CSWE requires that students complete a **minimum** of 900 hours of field practicum. CSU Bakersfield's MSW program requires a total of 960 hours to graduate. Full-time students are required to complete 320 hours per semester in a field practicum placement. Part-time students are required to complete 320 hours in their second and 640 hours in their third year in the program. Students are required to fill out monthly time sheets and to obtain the Field Instructor's signature on that time sheet. The time sheets are then turned in to their seminar instructors and placed in their field file. The Director of Field Education reviews the time sheets when there is a question about the number of completed hours.

Student Evaluations

At the end of each semester, the Field Instructor completes an evaluation on the progress of the student. The Field Instructor Evaluation forms can be found here in the Field Practicum Manual, and on the social work website under "Forms." These forms are to be completed by the field instructor and given to the student for submission to the student's seminar instructor. The forms are used to determine the Credit or No Credit grade in the field practicum. In order for this evaluation to be a realistic evaluation of the students' development, direct observation of the students' competencies is essential. It is recommended that the initial 100 hours (5 weeks) of the student's placement is for shadowing the Field Instructor/Task Supervisor for the purpose of modeling the competencies to the student in order for the student to know what is expected of them. The second 100 hours (weeks 6 through 10) is for the Field Instructor/Task Supervisor to give the student assignments that will give the student the opportunity to demonstrate the given competency. The remaining 120 hours for the given semester should then allow the Field Instructor/Task Supervisor to give the student greater responsibility to perform the competencies with less supervision.

Sometimes field instructors have found themselves unable to rate one or more items on the evaluation because the student has not had the opportunity to demonstrate the requisite skills. Please remember that when you agreed to take on the role of a Field Instructor, that meant providing the student with all of the learning opportunities necessary to become an effective practitioner. If that learning opportunity is not readily available, you are responsible for finding and/or creating the opportunity. For example, if your agency does not normally provide group experiences for clients, you might make arrangements for the student to get group experience at another agency. If you are at a loss for how to provide the required learning experiences, please ask your Faculty Field Liaison for help.

The student has a responsibility to remind you when the evaluation is due. The Faculty Field Liaison also has a responsibility to let you know when the evaluation is due so that grades can be posted in line with the University grading schedule.

Errors occur in student supervision when the Field Instructor or the Task supervisor supervises in an informal manner, is sporadic in meeting with the student, has no focus during the supervision time, or allows the agency's needs to interfere with the supervision time. We all know that some things will happen that are out of our control, and in those instances making up the supervision time is acceptable. However, if these errors become a pattern, they can and will have a negative impact on the student's learning process.

Coordination between Field Instructor, Task Supervisor, and Student

Due to the shortage of MSWs nationally, there is also a shortage at the local level. Because of that shortage, some agencies do not have social workers on staff to supervise MSW students, but the agencies provide excellent learning opportunities. As stated earlier, CSWE mandates that social work students be supervised by a MSW to complete their degree requirements. In order to ensure this requirement, sometimes it is necessary for the agencies that do not have MSWs on staff to contract out for supervision of the students. Another option is for the Director of Field Education to work with the agency on finding an off-site MSW to supervise the student. When this happens the student is assigned to one specific person at the agency who acts as the Task Supervisor at all times, and the MSW meets with the students weekly for the one and one half hours of supervision time.

The Task Supervisor can be any qualified professional in the human services field who works at the practicum site and will be responsible for the student's learning opportunities and experiences. The Task Supervisor will meet with the student and the Field Instructor briefly during the scheduled supervision time to help the off-site supervisor keep track of the student's learning.

The Task Supervisor will also work in concert with the student and the off-site Field Instructor on the development of the learning contract, and the implementation of the

learning as it relates to the learning contract. When there is an off-site Field Instructor, it is always important to remember to coordinate the supervision schedule so that all of the players can meet together on a weekly basis.



Social Work Practicum Student's Workload

Social work students are placed at an agency to learn. They are not “extra help,” and they are not to be used in that capacity. Caseloads will vary depending on the type of agency, but students should **never** have as many cases as an employee at your agency. A **suggested** cap is five on-going cases at any given time. Students should have a minimum of 10-12 hours of direct client contact within their 20 hours per week at the agency. For example, students who are placed in a mental health setting and will be assigned specific cases to work on should only be assigned a number that will afford them the 10-12 hours of direct client contact. As they terminate one case, another can be added to insure the 10-12 hours of direct client contact. For students in a setting where they do crisis intervention calls, etc., the number five may be impractical because of the nature of the position. If the caseload includes clients who are seen only once each month, adjustments should be made to assure that the student has 10 – 12 client contacts each week. These details will be individualized and spelled out in each student's learning contract.

For educational purposes, client contact includes not only face to face contact, it should also include time for documentation of the face to face contact, arranging for additional services to be rendered, if necessary, and other related activities needed to keep the case current.

In addition to the 10-12 hours of client contact, students also to be given time to complete educational requirements. This includes time to complete the Process Recording and the Learning Log. These two activities is a weekly assignment for the on-campus seminar class.

Please remember that your MSW student is a *student learner*, not **extra help or free labor!** Cases should be assigned in accord with the Learning Contract and the student's needs.



Termination of the Field Practicum

Termination is the conclusion of service delivery for our students. Since the students are with the agency for a specified amount of time (320/640 hrs. per academic year), the termination process is guided by the client's and the agency's knowledge on the front end that the student's service delivery is time limited. This should be discussed with the clients and the agency personnel at the beginning, in the middle, and implemented at the end of the practicum experience. This reduces the amount of emotional attachment and minimizes the feelings of loss that everyone feels as a result of the termination.

Please note that students are not just terminating with the client(s), they are terminating with the agency and its personnel. The Field Instructor and Task Supervisor should determine the most appropriate time to have a final meeting with everyone. This could be done at a staff meeting or at a meeting called especially to bid farewell to the student. Discuss what the student has learned from everyone and what the student has contributed to the agency while in placement. This will give the student and the agency an opportunity to reflect on the learning processes that occurred throughout the term. Saying goodbye is never easy, but the time has come to let students take what they have learned and apply it. So, say goodbye, and prepare for the next student!!

Vacations, Holidays, and Personal Leave

Students are required to remain in their field placements for the duration of each semester. Unless an exception is made, they will not be allowed to finish field placement before the end of the semester, regardless of how many hours have been completed. Students in field placement need to complete their hours, but more importantly, demonstrate the 9 competencies. If time off is needed, students must arrange it with their Field Instructor or Task Supervisor and must make up enough hours to fulfill the responsibility for the year.

Although MSW students are granted the same University holiday schedule as the rest of the campus, the students must make prior arrangements with their agency

and Field Instructors to take the time off during official school holidays and winter and spring breaks.



NASW CODE OF ETHICS

Students, faculty members, and field instructors are expected to be familiar with the NASW Code of Ethics. The Code of Ethics is based on six core values, which reflect the historical and current emphases within the profession of social work:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

A copy of the complete Code of Ethics is available from NASW at 750 First Street, NE, Suite 700, Washington, DC 20002-4241 or on line at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

CSWE EDUCATIONAL POLICY

The MSW Program is accredited by the Council on Social Work Education. Information about the CSWEs accreditation standards is available at <https://www.cswe.org/> .

APPENDICES

Appendix A: Example of Completed Student Learning Contract

Appendix B: Student Learning Contract

Appendix C: Field Instructor Evaluation of Practicum Student

Appendix D: Student Evaluation of Generalist Practicum Experience

Appendix E: Student Evaluation of Advanced Generalist Practicum Experience

Appendix F: Evaluation of Field Program

Appendix G: Field Placement Timesheet

Appendix H: Field Instructor/Student Conference Log

Appendix I: Applications for Field Practicum Placement

Appendix J: Example of Student Resume

Appendix K: California Licensing Law

Appendix L: Process Recording Form

Appendix M: Waiver Liability Form

Appendix A: Student Learning Contract Example

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD Department of Social Work

On the subsequent pages are skills that the student is to develop or improve during the internship. The student and the Field Instructor are to work together to plan the tasks through which the student will demonstrate those skills. A task may be used to demonstrate more than one skill. Please use the space below to make a list of those tasks. Tasks should include micro, mezzo, and macro practice areas. Please use a capital letter to designate each task on the list and check the practice setting(s) (micro, mezzo, or macro) with which each task is associated. Identify the semester(s) during which each task will be performed.

Appendix B: Student Learning Contract



California State University, Bakersfield
Department of Social Work

**Competency-based Field Practicum Learning Plan and Evaluation Form
Generalist Level (SW6500)**

Student Name: _____ Date: _____

Agency: _____

Agency Field Instructor: _____

Phone: _____

Email: _____

Task (On-site) Supervisor (if applicable): _____

Phone: _____

Email: _____

Agency Contact Information:

Address: _____

Phone: _____

Email: _____

Faculty Field Liaison: _____

Quarter: Fall _____ Winter _____ Spring _____

Practicum Schedule (days/hours): _____

Supervision Schedule: Day _____ Time _____

Instructions for Completion of Student Learning Plan:

This learning plan is based on the *Council on Social Work Education's Educational Policy and Accreditation Standards (2015)* and includes 9 core competencies expected of students with 26 related practice behaviors. Field instructors, task supervisors (if applicable) and students should meet to review the competencies listed in this learning plan at the beginning of the semester. Using the listed competencies as a template, an individualized learning plan can be developed for each student. This plan should list the assigned learning activities that will afford students with ample opportunity to demonstrate mastery of each of the agreed-upon competencies. This plan is documented in the "Learning Activities" section which is located immediately following each competency and practice behaviors section. Please list an activity for each of the 9 competencies. A specific activity may be used for more than one competency.

Once the learning plan is finalized, the field instructor, task supervisor (if applicable) and the student should sign below. The original learning plan with signatures is to be submitted to the seminar instructor by the student by the third week of the field practicum. The field instructor, task supervisor (if applicable), and student should keep a copy of the learning plan and refer to it regularly during supervisory conferences and during field liaison contacts. Field instructors and students are encouraged to contact the seminar instructor/field liaison for assistance in developing the learning plan or if serious deficits in performance are identified. At the end of the semester, the field instructor and task supervisor (if applicable) will complete a quarterly evaluation of the student's performance. (See "Instructions for Completion of Student Evaluation" below.)

REVIEW OF LEARNING PLAN (Student and field instructor signatures are required before review by seminar instructor)

Student: _____ Date ___ / ___ / ___

Field Instructor: _____ Date ___ / ___ / ___

Task Supervisor: _____ Date ___ / ___ / ___

Seminar Faculty: _____ Date ___ / ___ / ___

Instructions for Completion of Student Evaluation:

This evaluation is based on the Council on Social Work Education's Educational Policy and Accreditation Standards (2015) and includes 9 core competencies with related practice behaviors. Please rate the student according to the scale provided, and list the activities used to achieve the practice behaviors (these can be found in the student's learning plan). The standard for comparison of ratings is that of a generalist level social work student. Use the assessment narrative section to make comments. If the student is given a rating of under "3", please explain reasons for the score in this section. It is important to document any concerns related to low ratings.

This evaluation is intended to offer feedback to your practicum student regarding his/her skill levels, strengths, and areas in need of improvement. It is important to note areas that need work as well as where the student has shown progress. If possible, use examples.

Rating Scale*

5	The student has excelled in this area
4	The student has functioned above expectations in this area
3	The student has met the expectations in this area
2	The student has not yet met expectations for this area, but is expected to meet them in the near future
1	The student did not meet expectations in this area, and there is not much hope that he/she will be able to meet the expectations in the near future
N/A	Not applicable – student has not had the opportunity to demonstrate competence in this area

*Based on Petracchi & Zastrow, 2010, *Journal of Teaching in Social Work*, 30(2).

The field instructor completes the field evaluation at the end of the fall and spring semesters. You may wish to have the student do a self-evaluation for comparison. The field instructor and student should meet each semester to discuss the ratings and narrative comments. The completed evaluation is to be submitted to the seminar instructor. Please keep a copy of the evaluation for your records.

If you have any questions regarding the completion of this evaluation, please contact your field liaison.

Competency #1: Demonstrate Ethical and Professional Behavior							
	Practice Behavior	Rating					
1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context to social work practice ethical dilemmas.	5	4	3	2	1	N/A
2	Use reflection and self-regulation to distinguish between personal and professional values in social work practice situations.	5	4	3	2	1	N/A
3	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.	5	4	3	2	1	N/A
4	Use technology ethically and appropriately to facilitate practice outcomes.	5	4	3	2	1	N/A
5	Use supervision and consultation to guide professional judgment and behavior.	5	4	3	2	1	N/A

Competency 1 Total Score: _____
Learning Activities:
1.
Comments:

Competency #2: Engage Diversity and Difference in Practice							
	Practice Behavior	Rating					
6	Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	5	4	3	2	1	N/A
7	Present themselves as learners and engaging client and constituencies as experts of their own experiences.	5	4	3	2	1	N/A
8	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	5	4	3	2	1	N/A

Competency 2 Total Score _____	
Learning Activities:	
Comments:	

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice							
	Practice Behavior	Rating					
9	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	5	4	3	2	1	N/A
10	Engage in practices that advance social, economic, and environmental justice.	5	4	3	2	1	N/A

Competency 3 Total Score: _____
Learning Activities:
Comments:

Competency #4: Engage in Practice-informed Research and Researched-informed Practice							
Practice Behaviors		Rating					
11	Use practice experience and theory to inform scientific inquiry and research.	5	4	3	2	1	N/A
12	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	5	4	3	2	1	N/A
13	Use and translate research evidence to inform and improve practice, policy, and service delivery.	5	4	3	2	1	N/A

Competency 4 Total Score: _____
Learning Activities:
Comments:

Competency #5: Engage in Policy Practice							
	Practice Behavior	Rating					
14	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	5	4	3	2	1	N/A
15	Assess how social welfare and economic policies impact the delivery of and access to social services.	5	4	3	2	1	N/A
Competency 5 Total Score _____							
Learning Activities:							
Comments:							

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities							
	Practice Behavior	Rating					
16	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	5	4	3	2	1	N/A
17	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	5	4	3	2	1	N/A

Competency 6 Total Score _____							
Learning Activities:							
Comments:							

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

	Practice Behavior	Rating					
18	Collect and organize data, and apply crucial thinking to interpret information from clients and constituencies.	5	4	3	2	1	N/A
19	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	5	4	3	2	1	N/A
20	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	5	4	3	2	1	N/A

Competency 7 Total Score: _____

Learning Activities:

Comments:

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

	Practice Behavior	Rating					
21	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	5	4	3	2	1	N/A
22	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	5	4	3	2	1	N/A
23	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	5	4	3	2	1	N/A
24	Facilitate effective transitions and endings that advance mutually agreed-on goals.	5	4	3	2	1	N/A

Competency 8 Total Score: _____
Learning Activities:
Comments:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities							
	Practice Behavior	Rating					
25	Select and use appropriate methods for evaluation of outcomes	5	4	3	2	1	N/A
26	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	5	4	3	2	1	N/A

Competency 9 Total Score: _____
Learning Activities:
Comments:



California State University, Bakersfield
Department of Social Work

**Competency-based Field Practicum Learning Plan and Evaluation Form
Advanced Generalist Level (SW6560, 6570)**

Student Name: _____ Date: _____

Agency: _____

Agency Field Instructor: _____

Phone: _____

Email: _____

Task (On-site) Supervisor (if applicable): _____

Phone: _____

Email: _____

Agency Contact Information:

Address: _____

Phone: _____

Email: _____

Faculty Seminar Instructor: _____

Semester: Fall _____ Spring _____

Practicum Schedule (days/hours): _____

Supervision Schedule: Day _____ Time _____

Instructions for Completion of Student Learning Plan:

This learning plan is based on the *Council on Social Work Education's Educational Policy and Accreditation Standards (2015)* and includes 9 core competencies expected of students with 16 related practice behaviors. Field instructors, task supervisors (if applicable) and students should meet to review the competencies listed in this learning plan at the beginning of the semester. Using the listed competencies as a template, an individualized learning plan can be developed for each student. This plan should list the assigned learning activities that will afford students with ample opportunity to demonstrate mastery of each of the agreed-upon competencies. This plan is documented in the "*Learning Activities*" section which is located immediately following each competency and practice behaviors section. Please list an activity for each of the 9 competencies. A specific activity may be used for more than one competency.

Once the learning plan is finalized, the field instructor, task supervisor (if applicable) and the student should sign below. The original learning plan with signatures is to be submitted to the seminar instructor by the student by the third week of the field practicum. The field instructor, task supervisor (if applicable), and student should keep a copy of the learning plan and refer to it regularly during supervisory conferences and during field liaison contacts. Field instructors and students are encouraged to contact the seminar instructor/field liaison for assistance in developing the learning plan or if serious deficits in performance are identified. At the end of the semester, the field instructor and task supervisor (if applicable) will complete a quarterly evaluation of the student's performance. (See "*Instructions for Completion of Student Evaluation*" below.)

REVIEW OF LEARNING PLAN (Student and field instructor signatures are required before review by seminar instructor)

Student: _____ Date ___ / ___ / ___

Field Instructor: _____ Date ___ / ___ / ___

Task Supervisor: _____ Date ___ / ___ / ___

Seminar Faculty: _____ Date ___ / ___ / ___

Instructions for Completion of Student Evaluation:

This evaluation is based on the Council on Social Work Education's Educational Policy and Accreditation Standards (2015) and includes 9 core competencies with related practice behaviors. Please rate the student according to the scale provided, and list the activities used to achieve the practice behaviors (these can be found in the student's learning plan). The standard for comparison of ratings is that of a generalist level social work student. Use the assessment narrative section to make comments. If the student is given a rating of under "3", please explain reasons for the score in this section. It is important to document any concerns related to low ratings.

This evaluation is intended to offer feedback to your practicum student regarding his/her skill levels, strengths, and areas in need of improvement. It is important to note areas that need work as well as where the student has shown progress. If possible, use examples.

Rating Scale*

5	The student has excelled in this area
4	The student has functioned above expectations in this area
3	The student has met the expectations in this area
2	The student has not yet met expectations for this area, but is expected to meet them in the near future
1	The student did not meet expectations in this area, and there is not much hope that he/she will be able to meet the expectations in the near future
N/A	Not applicable – student has not had the opportunity to demonstrate competence in this area

*Based on Petracchi & Zastrow, 2010, *Journal of Teaching in Social Work*, 30(2).

The field instructor completes the field evaluation at the end of the fall and spring semesters. You may wish to have the student do a self-evaluation for comparison. The field instructor and student should meet each semester to discuss the ratings and narrative comments. The completed evaluation is to be submitted to the field liaison/seminar instructor. Please keep a copy of the evaluation for your records.

If you have any questions regarding the completion of this evaluation, please contact your field liaison.

Competency #1: Demonstrate Ethical and Professional Behavior							
	Advanced Generalist Practice Behavior	Rating					
1	Develop a plan for continuing professional education and development.	5	4	3	2	1	N/A
2	Integrate the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics to justify ethical decisions at the micro, mezzo, macro levels of social work practice.	5	4	3	2	1	N/A
3	Integrates input and support from supervisors/consultants into his/her practice.	5	4	3	2	1	N/A

Competency 1 Total Score: _____	
Learning Activities:	
Comments:	

Competency #2: Engage Diversity and Difference in Practice							
	Advanced Generalist Practice Behavior	Rating					
4	Use a culturally sensitive approach, modify and adapt evidence-based interventions to meet the needs of diverse populations.	5	4	3	2	1	N/A
5	Collaborate with and empower diverse clients integrating strengths based approach.	5	4	3	2	1	N/A

Competency 2 Total Score _____
Learning Activities:
Comments:

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice							
	Advanced Generalist Practice Behavior	Rating					
6	Develop advocacy efforts that promote social justice, service improvements, and growth in interprofessional settings.	5	4	3	2	1	N/A
7	Integrate a human rights perspective that addresses the effects of oppression, discrimination, and historical trauma across multiple systems.	5	4	3	2	1	N/A

Competency 3 Total Score: _____
Learning Activities:
Comments:

--

Competency #4: Engage in Practice-Informed Research and Research-informed Practice							
	Advanced Generalist Practice Behaviors	Rating					
8	Integrate practice experience and theory to inform scientific inquiry and research.	5	4	3	2	1	N/A
9	Critically evaluate the application of research evidence to practice, policy, and service delivery.	5	4	3	2	1	N/A

Competency 4 Total Score: _____	
Learning Activities:	
Comments:	

Competency #5: Engage in Policy Practice							
	Advanced Generalist Practice Behavior	Rating					
10	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	5	4	3	2	1	N/A
Competency 5 Total Score _____							
Learning Activities:							
Comments:							

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities							
	Advanced Generalist Practice Behavior	Rating					
11	Integrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	5	4	3	2	1	N/A

Competency 6 Total Score _____							
Learning Activities:							
Comments:							

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

Advanced Generalist Practice Behavior		Rating					
12	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	5	4	3	2	1	N/A
13	Critically evaluate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to effectively assess clients and constituencies.	5	4	3	2	1	N/A

Competency 7 Total Score: _____	
Learning Activities:	
Comments:	

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

Advanced Generalist Practice Behavior		Rating					
14	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	5	4	3	2	1	N/A

Competency 8 Total Score: _____
Learning Activities:

Comments:

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

	Advanced Generalist Practice Behavior	Rating					
15	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	5	4	3	2	1	N/A
16	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	5	4	3	2	1	N/A

Competency 9 Total Score: _____

Learning Activities:

Comments:

Total number of items rated: _____ Total number of n/a's: _____

Total score: _____ Average score: _____

Total number of hours completed this semester: _____

Cumulative number of hours completed: _____

Additional comments:

I (we) recommend this student advance to the next quarter of his/her field practicum.

- Yes** Yes, with conditions (see comments) No

Agency Field Instructor Signature

Date

Agency Task Supervisor Signature

Date

I have discussed this evaluation with my field instructor and agree disagree with my review.

Student Signature

Date

Faculty Seminar Signature

Date

Appendix D: Student Evaluation of Generalist Practicum Experience

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD Department of Social Work

We would like to get input from you regarding your field placement. This form is sent out only once a year. Therefore, if you have had two field placements or multiple field liaisons during this previous year, please make a copy of this form, and provide your evaluation of each agency/field liaison/field instructor, as appropriate.

We are sensitive to your feelings regarding providing feedback to your instructor, liaison and the practicum director. Therefore, this is an anonymous evaluation. Also, only general information will be shared with the agencies.

Term covered: _____

Agency: _____

Please rate each of the areas regarding your learning experience using the following guide:

NA = Not addressed/not applicable

3 = Average

1 = Poor

4 = Above average

2 = Fair

5 = Outstanding

Evaluation of Practicum Learning Opportunities	NA	1	2	3	4	5
Opportunities to work with community systems						
Opportunities to do Advocacy work						
Opportunities to do complete assessments of individuals						
Opportunities to provide interventions with individuals						
Opportunities to provide assessments of family functioning						
Opportunities to provide interventions with families						
Opportunities to work with groups						
Interactions with providers in other professions						
Opportunities to integrate theory with practice						
Opportunities to solidify social work values and ethics						
Opportunities to work with diverse client populations						
Opportunities to evaluate effectiveness of practice						
Level of responsibility given to you						

Comments/Notations:

Subtotal: _____

Evaluation of the Agency	NA	1	2	3	4	5
Agency support for social work interns						
Facilities for social work interns						
Agency's sensitivity to cultural diversity						
Agency's adherence to social work values and ethics						

Comments/Notations:

Subtotal: _____

Evaluation of Field Instructor	NA	1	2	3	4	5
Commitment to providing learning opportunities						
Adherence to supervision schedule						
Quality of feedback provided during supervision						
Modeling of intervention skills						
Modeling of social work values and ethics						
Availability for instruction, outside of supervision						
Teaching techniques						
Assistance in designing Learning Contract						

Comments/Notations:

Subtotal: _____

For the next section, please respond to the statements regarding your field liaison. This is the faculty member who visited the agency, and acted as a go-between between you and the agency/field instructor. If you had two different liaisons, please indicate your responses for each.

Evaluation of Field Liaison	NA	1	2	3	4	5
Liaison's knowledge of practicum issues						
Liaison's communication with the agency						
Liaison's availability for advising						
Liaison's participation in developing Learning Contract						
Liaison's feedback throughout the practicum						
Liaison's ability to handle conflict						

Comments/Notations:

Subtotal: _____

Evaluation of Field Director	NA	1	2	3	4	5
Orientation to practicum procedures and policies						
Ability to provide assistance in problem resolution at agency						
Knowledge of placement opportunities						
Accessibility						
Willingness to work towards finding an optimal match between student and placement						
Knowledge of entire MSW program						
Assistance in academic advising						

Comments/Notations:

Subtotal: _____

Total: _____

Please comment on the strengths and areas for improvement related to your practicum experience:

Thank you for completing this form. It must be returned to the Social Work Office, by the end of the field practicum sequence.

Appendix E: Student Evaluation of Advanced Generalist Practicum Experience

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD Department of Social Work

We would like to get input from you regarding your field placement. This form is sent out only once a year. Therefore, if you have had two field placements or multiple field liaisons during this previous year, please make a copy of this form, and provide your evaluation of each agency/field liaison/field instructor, as appropriate.

We are sensitive to your feelings regarding providing feedback to your instructor, liaison and the Director of Field. Therefore, these evaluations will not be analyzed until after grades are posted. Also, only general information will be shared with the practicum site.

Term covered: _____

Agency: _____

Emphasis: _____

Please rate each of the areas regarding your learning experience using the following guide:

NA = Not addressed/not applicable
 1 = Poor
 2 = Fair

3 = Average
 4 = Above average
 5 = Outstanding

Evaluation of Practicum Learning Opportunities	NA	1	2	3	4	5
Opportunities to work with community systems						
Opportunities to do Advocacy work						
Opportunities to do complete assessments of individuals						
Opportunities to provide interventions with individuals						
Opportunities to do assessments of family functioning						
Opportunities to provide interventions with families						
Opportunities to do work with groups						
Interactions with providers in other professions						
Opportunities to integrate theory with practice						
Opportunities to solidify social work values and ethics						
Opportunities to work with diverse client populations						
Opportunities to evaluate effectiveness of practice						
Level of responsibility given to you						

Comments/Notations:

Subtotal: _____

Evaluation of the Agency	NA	1	2	3	4	5
Agency Support for social work interns						
Facilities for social work interns						
Agency's sensitivity to cultural diversity						
Agency's adherence to social work values and ethics						

Comments/Notations:

Subtotal: _____

Evaluation of Field Instructor	NA	1	2	3	4	5
Commitment to providing learning opportunities						
Adherence to supervision schedule						
Quality of feedback provided during supervision						
Modeling of intervention skills						
Modeling of social work values and ethics						
Availability for instruction outside of supervision						
Teaching techniques						
Assistance in designing learning contract						

Comments/Notations:

Subtotal: _____

Evaluation of Field Director	NA	1	2	3	4	5
Orientation to practicum procedures and policies						
Ability to provide assistance in problem resolution at agency						
Knowledge of placement opportunities						
Accessibility						
Willingness to work towards finding an optimal match between student and placement						
Knowledge of entire MSW program						
Assistance in academic advising						

Comments/Notations:

Subtotal: _____

Total: _____

Please comment on the strengths and areas for improvement related to your practicum experience:

Thank you for completing this form. It must be returned to the Social Work Office, by the end of the field practicum sequence.

Appendix F: Evaluation of Field Program

We would like each field instructor and task supervisor to evaluate your experience with the CSU, Bakersfield MSW Field Practicum program. Please place an X in the box that applies in each category.

Student is: FT____ PT____ 1st yr.____ 2nd yr.____ Adv. Standing ____

NA= Not Applicable 1=Never 2=Occasionally 3=Regularly 4=Always

AREAS OF EVALUATION	NA	1	2	3	4
The program actively worked with your agency to develop rich social work learning opportunities for field students.					
The liaison from the program made regular contact to offer support and obtain feedback.					
The Director of field education contacted you regularly to offer support and obtain feedback.					
The program requires students to actively participate in and use supervision.					
The program promotes student adherence to the NASW Code of Ethics.					
The seminar instructor helped you and your students prepare learning contracts.					
The seminar instructor actively monitored your students' progress on learning contracts.					
The program offers sufficient training for Field Instructors.					
The training for Field Instructors has been valuable.					
I have attended the training for Field Instructors.					
I have used the on-line training for field instructors.					

AREAS OF EVALUATION	NA	1	2	3	4
When problems arise in the field, the program provides sufficient assistance in problem resolution.					
Representatives of the program are available and provide timely responses to my questions and concerns.					
The program materials I received reflect high academic standards.					
The program's representatives demonstrate appropriate knowledge of agency policies and procedures.					
The program has communicated effectively with me about our mutual responsibility for gate keeping in Social Work.					

Appendix I: Application for Field Practicum Placement

California State University, Bakersfield
Department of Social Work
Graduate Field Practicum Application
Academic Year 2018-2019

Identifying Information

Please type or print neatly in ink

Date of Application _____

Name _____

DOB _____

Current Street Address _____

City, State, Zip

(Area Code) Home Phone _____

Cell Phone or Pager Number _____

Work Phone _____

E-mail address _____

Status: (Select one) ___2yr. FT, ___3yr. PT, ___Advanced Standing
Area of Emphasis: ___Generalist, ___Child Welfare, ___Gerontology/Aging
___Mental Health

INFORMATION PROFILE

The following information assists the CSUB Field Placement Faculty in matching your interests, experiences, and needs with appropriate placement possibilities. Please note that this does not guarantee that you will be placed at an agency of your choice. There are no evening or weekend placements!! You may have to travel within a 150 mile radius within Kern County. You may also be placed in other surrounding counties.

1. Please list your preferred geographic area:

2. Please list the types of settings you would be interested in learning about in (rank order them as first choice, second choice and third choice (CalSWEC I students must choose child welfare settings):

- ___Hospital ___Medical ___Mental Health ___Foster Family Agency
___School ___Public Child Welfare Agency ___Criminal Justice ___Other

<i>For CSUB Field Education Dept. Use Only</i>	
Proof of Malpractice Insurance: <input type="checkbox"/> Yes <input type="checkbox"/> No	Date Paid _____ Receipt # _____
Field Placement site: _____	
Address: _____	
Field Instructor: _____	
<input type="checkbox"/> On-site <input type="checkbox"/> Off-site	Telephone # _____
E-mail _____	

3. Please list any language other than English that you can speak, read and/or write fluently.
 Spanish Other (please specify) _____
4. **Transportation: you must show proof of adequate automobile insurance and a valid California Drivers License upon request by the agency. Most settings require use of an automobile. Do you have one?** Yes No.
5. **Special Accommodation(s):** *Students who need accommodations for their disabilities should contact the Director of Field immediately to discuss specific accommodations for which they have received authorization through the Services for students with Disabilities Office. The contact person there is **Janice Clausen, (661) 654-3360**. If a student is requesting accommodations for their internship they will automatically be referred to the SSD office for evaluation, verification and assistance in accommodations being requested.*

APPLICANT PROFILE

*MSW student interns shall be professional and act in accordance and compliance with the laws, social work values, ethics, and School academic standards, including the NASW Code of Ethics (www.socialworkers.org/pbs/code), which governs Social Work Practice. Many of the agencies are now asking for background checks prior to the student coming on site as an intern and because of this you will need to go to www.CastleBranch.com. Once you are in their site click on "Students" and **enter code number CM46**, and complete the background check. The student is responsible for this cost (currently \$46). This does not mean that you will not be accepted into the program, however felony/misdemeanor convictions depending on severity can impede your ability to get into a field practicum site and could also lead to the following: **an academic year delay in field practicum placement; immediate field practicum ineligibility; and/or disqualification from the program.** Each case is reviewed individually in relationship to the program and the participating agency requirements, policies, curriculum requirements, laws, ethics and values directing the standards of the social work profession. Misrepresentation and/or omission statements will be considered for immediate ineligibility for the CSUB Field Practicum component of the MSW program. Please complete the following questions: *(Please circle answer)*

I. Have you ever been convicted in the U.S. or abroad of a crime that is related to the ethical responsibilities and standards of a social work professional as described in the NASW Code of Ethics? (The NASW Code of Ethics is also located in the CSUB Graduate Student Handbook, Field Practicum Manual)

Yes No

2. Have you ever performed an act involving dishonesty, fraud, or deceit in the U.S. or abroad with the intent to benefit yourself or another, or with the intent to injure another?

Yes No

3. Have you been convicted of any crime in the U.S. or abroad involving child abuse, elder abuse, domestic violence; assaultive or abusive issues?

Yes No

4. Have you ever been ordered to register as a mentally disordered sex offender or the equivalent in the United States or abroad?

Yes No

5. Have you ever been denied a professional license or had a professional license revoked because of a legal, professional, or ethical issue?

Yes No

If you answered "yes" to any of the questions in this section, please provide an explanation: identify the issue(s), date(s), occurrence(s), place, rehabilitation, restitution, etc. Please attach a separate sheet of paper to address the above.

A field practicum application for a student intern position may be denied on the grounds that the applicant knowingly made a false statement of fact required to be revealed in this application. Therefore, if you are unsure of the applicability of a past crime to the ethical responsibilities and standards of a social worker, err on the side of including the information.

Professional Career Goals

Briefly describe tentative career goals and areas of special interests:

1.

2.

3.

FIELD PRACTICUM STUDENT AGREEMENT

The following statements are in accordance with the CSUB Social Work Department's policies and procedures. Please read the following statements carefully, and sign at the bottom of the page:

1. I hereby certify that the statements contained in this completed Field Practicum Application and any other information included as part of this application and attachments are true and correct. I agree and understand that any misrepresentation or omission of any material facts on my part may be cause for delay in field placement, separation from the field practicum, and/or initiate immediate review by the MSW Department and Department Chair.
2. I hereby give permission to the CSUB Department of Social Work, Field Education Program, and its faculty members, and any of the approved field practicum agencies or field instructors to verify any and all information contained within this application. This can include contacting former employers, field practicum's, and/or field instructors, reviewing graduate school records, etc.
Please be advised that if any information should come to our attention, which can affect your professional student status, and/or internship role and thus the field practicum experience, the School shall be authorized to assess and discuss the significant information with the appropriate parties.
3. I understand that any information contained in this field practicum application packet and/or any pertinent information relating to my professional student role shall be discussed between CSUB faculty and approved field practicum agencies and their representatives.
4. I understand that several field practicum agencies shall request security background investigations, fingerprint checks, random drug screens, physical examinations, TB tests, immunization verification, valid CA driver's license, etc. as requirements for their placement interview process and for practicum site confirmation. Agencies may also require random drug screening(s) at any time during the year. I am willing to participate in these additional screens/evaluations and give permission for the results to be provided to the Department when requested. I also understand that if I fail these screens, I will not be confirmed at the specified agency, can become ineligible for field practicum, and therefore not be placed for an entire Academic Year. I also understand that if during the year I fail a screening, I will be removed from the agency and not placed in another agency for the remainder of the academic year. The Field Faculty will review my case to determine whether I am eligible to continue the program, and if so, the timeline for returning to field. I understand that failing a drug screen(s) or other agency screening may be grounds for disqualification from the MSW Program.

5. I shall fulfill the responsibilities of the student intern role, be in compliance with all field policies and procedures as outlined in the Student Handbook/ Field Practicum Manual. This includes, but is not limited to:
 - a) I will not contact agencies on my own to **set up** my field practicum;**
 - b) I will follow all procedures when requesting Special Accommodations;
 - c) If I fail a field placement interview (for reasons other than competition), I understand that I can be considered ineligible for field practicum, be removed from the field placement process, and begin policy proceedings, which require further action for student eligibility.

6. At all times, I shall maintain professional conduct in accordance with the program's academic standards, i.e., the NASW Code of Ethics and professional social work values.

7. If the situation arises and I need to terminate the internship before fulfilling my internship commitment, I shall terminate in an appropriate, professional manner as designated by the Department and assigned agency, and provide written and verbal notice as required by the Department and the Agency. I understand that any such termination will be done only with the written approval of the Director of Field Education and the Agency as outlined in the Manual. If I terminate prematurely, I am aware that I will not be placed in the same field practicum setting when I wish to continue my field practicum course.

I have reviewed and understand all of the above statements and have agreed to be in compliance with all of the above, the Student Handbook/ Field Practicum Manual, and the NASW Code of Ethics. If I am not in compliance with the Department's policies and procedures, I understand that I can be considered ineligible for Field Practicum. I certify that the information contained in this field application packet is true and correct to my knowledge.

Student Name (Print): _____

Student Signature: _____

Date: _____

***Please attach a copy of your Drivers License to this application.**

****If you live out of the area the Director of Field may ask you for a list of agencies and names of contacts so that a practicum placement may be pursued in that area.**

Appendix J: Example of Student Resume

Student Name
Student address, City, State, Zip
Phone number
E-mail address

EDUCATION:

9/03-Present Graduate Student, CSUB MSW Program
Emphasis: Child and Family Services
California State University, Bakersfield

12/97-6/99 Bachelor of Arts
Major: Psychology
Minor: Women's Studies
California State University, Bakersfield

9/94-12/97 Bakersfield College
Bakersfield, CA.

WORK EXPERIENCE:

9/99-Present Social Service Worker III
Court Intake
Kern Co. Dept. of Human Services
Bakersfield, CA.

7/94-9/99 Sorella's Italian Restaurant
Bakersfield, CA.

6/92-7/94 American Health and Fitness
Bakersfield, CA.

COMPLETED GRADUATE COURSEWORK:

List all

GRADUATE COURSEWORK IN PROGRESS:

List all

FIELD PRACTICUM:

If first year, state "none"

If second year, state practicum agency and give brief description of experience.

LEARNING GOAL:

What do you hope to gain from the program and the practicum experience?

Appendix K: California Licensing Law

The practice of clinical social work is defined as a service in which a special knowledge of social resources, human capabilities, and the part that unconscious motivation plays in determining behavior, is directed at helping people to achieve more adequate, satisfying, and productive social adjustments. The application of social work principles and methods includes, but is not restricted to, counseling and using applied psychotherapy of a non-medical nature with individuals, families, or groups; providing information and referral services; providing or arranging for the provision of social services; explaining or interpreting the psychosocial aspects in the situations of individuals, families, or groups; helping communities to organize, to provide, or to improve social or health services; or doing research related to social work.

The Board of Behavioral Sciences is the governing body for licensure in the state of California. In the field of social work only those holding an MSW may qualify to take the Clinical Licensing examination.

The Board of Behavioral Sciences issues a Clinical license to each qualifying applicant upon successful completion of the written and oral examination.

In order to sit for clinical licensing examination you must be at least 21 years of age, have received a Master's degree from a school of Social Work accredited by the Council on Social Work Education (CSWE), and have had two years of supervised post-master's experience.

An applicant for clinical licensure shall have at least 3,200 hours of supervision by a Licensed Clinical Social Worker, (LCSW) or other professional approved by the Board.

An applicant for clinical licensure shall obtain the necessary hours of supervision in not less than two, nor more than six years prior to sitting for the exam.

If you have any questions concerning clarification of the licensing laws you can visit the BBS website at: <http://www.bbs.ca.gov>, or phone the BBS at (916) 445-4933

Appendix L: Process Recording Form

Students are to use the form on the following pages for the process recording each week. An electronic version of the form is available on the department's web site at <http://www.csub.edu/socialwork/Forms.html>. Please note that the format has changed and although there is no column for Field Instructor comments, you may make comments out in the margins.

PROCESS RECORDING

Student Name:	Date of Interview:
Purpose of Interview:	People Present:
Observations of Client's physical appearance and mental status:	

Content (Dialogue)	Thoughts and Feelings	Skills used	Intent

Content (Dialogue)	Thoughts and Feelings	Skills used	Intent

Appendix M: Waiver Liability Form

COVID-19 RELEASE OF LIABILITY, ASSUMPTION OF RISK AND PROMISE NOT TO SUE

Activity: OFF-CAMPUS CLINICALS/PLACEMENTS/INTERNSHIPS

Term of Activity: _____

Activity Location: _____

In connection with the fulfillment of STUDENT's clinical requirement, STUDENT was offered the option of (a) delaying clinical training during the COVID-19 pandemic; (b) clinical training conducted virtually or online if permitted by licensing or accrediting bodies; or (c) clinical training conducted onsite at a health care facility.

STUDENT has voluntarily elected to participate in clinical training conducted onsite at a health care facility (hereinafter referred to as the "ACTIVITY"). STUDENT is free to opt out of ACTIVITY at any time and inform the University of that decision.

DISCLOSURES

In electing the ACTIVITY, STUDENT understands, recognizes and has taken into account the following:

- The ACTIVITY requires and involves direct contact, including physical contact, with patients, or other individuals present at the facility. Virtual or online clinical training does not require or involve such direct contact.
- Since in or about January 2020, there has existed and continues to exist a nationwide pandemic commonly referred to as the COVID-19 pandemic.
- COVID-19 is highly contagious, and capable of widespread person-to-person transmission.
- During the ACTIVITY, STUDENT may come into direct or close contact with patients or other individuals at the facility who have contracted COVID-19 or who might otherwise be contagious.
- During the ACTIVITY, STUDENT may be exposed to and/or contract COVID-19.
- There is and can be no guarantee that STUDENT will not be exposed to or contract COVID-19 during the ACTIVITY.
- [CAMPUS/Department] makes no representations and can give no assurances

about the degree to which STUDENT may be exposed to COVID-19 during the ACTIVITY.

- [CAMPUS /Department] makes no representations and can give no assurances about the risk or probability that STUDENT may contract or transmit COVID-19 during the ACTIVITY.
- [CAMPUS/Department] makes no representations and can give no assurances about the practices, measures or methods employed or adopted by the facility related to the COVID- 19 pandemic, or the sufficiency and adequacy of those practices, measures or methods.
- Notwithstanding any practices, measures or methods employed or adopted by the facility, there will still be a risk and possibility of contracting or transmitting COVID-19 during the ACTIVITY.

ASSUMPTION OF RISK

Pursuant to the professional licensing requirements established by the State of California and/or national accreditation/certification standards, STUDENT is required to engage in a specified percentage of clinical hours involving direct patient care. STUDENT is voluntarily participating in the ACTIVITY at this time in order to satisfy that requirement as expeditiously and quickly as possible, notwithstanding the COVID-19 pandemic.

STUDENT is aware of the risks associated with the pandemic which includes but are not limited to physical or psychological injury, pain, suffering, contagiousness, illness, temporary or permanent disability, economic or emotional loss, and/or death. STUDENT understands that these injuries or outcomes may arise from STUDENT's own or other's actions, inaction, or negligence.

STUDENT expressly and without qualification agrees to assume, and does assume, sole responsibility for all risks, known or unknown, relating to the COVID-19 pandemic associated with or attributable to the ACTIVITY.

RELEASE AND PROMISE NOT TO SUE

The term "UNIVERSITY" means and refers to the State of California, the Trustees of The California State University, California State University Bakersfield, and their employees, officers, directors, volunteers and agents.

In consideration for being allowed to participate in the ACTIVITY, STUDENT (on behalf of

STUDENT and **STUDENT's** next of kin, heirs and representatives):

Releases and discharges UNIVERSITY from any and all actions, claims, causes of action and liability, including claims of negligence, that in any way are related to, based on, or involve the COVID-19 pandemic and the ACTIVITY; and,

Agrees and promises not to sue or assert any action, claim, or cause of action against the UNIVERSITY that in any way relates to, is based on, or involves the COVID-19 pandemic and the ACTIVITY.

ACKNOWLEDGEMENTS

STUDENT understands the legal consequences of signing this document, including (a) releasing the UNIVERSITY from liability relating to the ACTIVITY and the COVID-19 pandemic, (b) promising not to bring claims against the UNIVERSITY relating to the ACTIVITY and the COVID-19 pandemic, (c) and assuming sole responsibility for all COVID-19 pandemic risks relating to, arising out of or associated with the ACTIVITY.

STUDENT understands that this document is written to be as broad and inclusive as legally permitted by and under California law. **STUDENT** agrees that if any portion is held invalid or unenforceable, **STUDENT** will continue to be bound by the remaining terms.

STUDENT understands and acknowledges that **STUDENT** may discuss and review this document with an attorney before signing it.

STUDENT has read and understands this document, and is signing it freely and voluntarily. No other representations concerning the legal effect of this document have been made to **STUDENT**. I release from all liability and promise not to sue the State of California, the Trustees of The California State University, California State University, Bakersfield and their employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, including claims of the University's negligence, in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

STUDENT Signature: _____

STUDENT Name (print): _____

PARENT Name (print): _____

PARENT Signature: _____

Date: _____

[If student is a minor, parent or guardian must also sign.]