

CALIFORNIA STATE UNIVERSITY
MSW PROGRAM
FIELD MANUAL
2018-2019

Edited by the Faculty

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FIELD EDUCATION POLICIES AND PROCEDURES

The MSW program at California State University, Bakersfield is predicated on a fundamental premise that social work education derives from a common body of social work knowledge, values, and practice skills. The curriculum, which is designed to prepare social workers for advanced generalist practice, is founded on the following frameworks: 1) a systems approach to social problems, 2) a strengths perspective of clients, and 3) social justice as the foundation of a civilized society. The curriculum focuses on developing an advanced generalist perspective of social work practice. The foundation social work curriculum provides master's students with a thorough grounding in the following: To prepare advanced generalist social workers who identify with the social work professions and model the values and ethics of the profession; to prepare graduates to continue their professional growth and development throughout their careers; to prepare students for leadership roles in an interprofessional environment within the community; to prepare advanced generalist social workers who are competent to engage in autonomous practice within the context of multiple systems and diverse environments, using a multidimensional perspective across the lifespan; and to prepare advanced generalist social workers who use research knowledge and skills to evaluate their social work practice.. The Field Education program must support these goals by providing adequate learning opportunities for the student.

ROLES AND RESPONSIBILITIES

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.

Liaison Faculty and Seminar Instructors

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.

Agencies

Selected agencies provide resources necessary for MSW students to complete internships in accord with the MSW program curriculum. These resources typically include, at a minimum, opportunity for participation in an ongoing program of social service that is overseen by a master's-level social worker, supervision by an individual who has an MSW and at least two years of post-graduate experience, office space, equipment necessary for performance of internship duties, and reimbursement of expenses incurred in provision of service to the agency. In special circumstances, the Director of Field Education may authorize selection of an agency that does not meet these expectations.

Field Instructors

The Field Instructor (FI) designs the internship experience in accord with the MSW program curriculum, provides weekly supervision, and evaluates student performance in the internship.

Field Instructors are appointed as adjunct faculty members upon their completion of field instructor training and completion of forms required by the University.

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.

Students

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.

FIELD EDUCATION CURRICULUM

FOUNDATION FIELD PRACTICUM

Introduction

Field instruction is an integral component of the curriculum in social work education. Students enrolled in Field Practicum spend sixteen to twenty 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 – 1 1/2 hours per week. As part of the Field Practicum, students also participate in a weekly seminar each week. The Field Practicum Seminar provides students the opportunity to integrate knowledge, skills, and values with field experience.

Objectives

Upon completion of the foundation 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 foundation field practicum are required to spend two and one-half hours per week in the field practicum seminar and twenty 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 one to one-and-one-half hours of direct supervision per week with an MSW and to complete a minimum of one weekly process recording. Students must complete a total of 320 hours in the field practicum placement. **At the end of the foundation practicum experience, students must have a positive field evaluation in all 9 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 9 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.**

Catalog Description of Foundation Field Courses

SW6500: Field Practicum

This course includes 20 hours each week of supervised practice experience in a community social agency and a two-and-one-half hour integrative seminar. The course focuses on the application of Foundation knowledge, skills, values, and ethics to practice with individuals, families, groups, and communities. Students develop skills in 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 Foundation Field Practicum experience, students are expected to satisfactorily demonstrate competency of the generalist social work practice skills taught in the foundation courses.

ADVANCED FIELD PRACTICUM

Introduction

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

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

Objectives

The learning objectives in the advanced field practicum build upon the broad objectives of the foundation practicum. By the end of the concentration 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 in order to justify ethical decisions at the micro, mezzo, and macro levels of social work practice.
 - c. Integrates input and support from supervisors/consultants into his/her 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 Advanced Field Practicum sequence, students must have successfully demonstrated mastery of the core competencies as well as completed a minimum of 320 hours in the Foundation 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.

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 foundation 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 foundation 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	SW 6500		No Field	
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	
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All students must make arrangements to be in the field practicum placement for 8-10 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 OF AGENCIES AND FIELD INSTRUCTORS

Selection of Agencies

The CSUB MSW program seeks as partners in 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 continue to develop new ones. Our practicum placements offer a wide range of learning experiences. Although we attempt to provide appropriate placements in their home communities, there is no guarantee that a placement can be provided near a student's home, so students must be prepared to travel a radius of 150 miles if suitable placements are not available in their home communities.

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.

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 (3) 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. .*

SUMMER BLOCK PRACTICUM PLACEMENTS

We are currently not offering a summer block component in our program.

EMPLOYMENT-BASED PRACTICUM

The Purpose

An Employment Based Practicum 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 Employment Based Practicum (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 it is not

Employment Based Practicum 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

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. EBP Cover letter

The student must write a cover letter explaining the reasons for requesting an employment-based placement. Outline the activities and tasks within the agency that will provide learning opportunities to support these educational goals. Be specific about 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 foundation year.***

The letter must 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 Employment Based Practicum 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 manner in which the agency will provide the range and depth of learning experiences appropriate to the applicant's educational level. For applicants

completing the foundation 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 manner in which 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 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 manner in which 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 Employment Based Practicum 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.

Please comment on your current working relationship with the proposed field instructor and the manner in which you foresee this collaboration around the applicant's learning within the agency.

- Specify how you, as 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 you and other staff in the area? If so, how are you planning on handling these difficulties?
- 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 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 does he/she 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 an 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 Council on Social Work Education (CSWE) to maintain a current resume on all Field Instructors in our program. This practice documents for CSWE that our 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

Include a copy of the Field Instructor's current job description. 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 him- or herself in a professional manner, including dress and courteous interactions with personnel. When the student’s performance is far below the expected standard, this may constitute reason for termination. The advanced level student (concentration 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

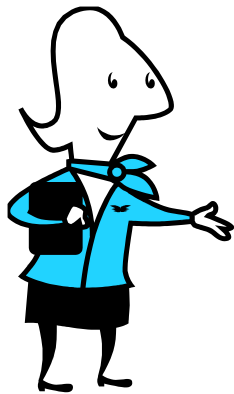
You have decided to step up to the challenge of being a field instructor and embrace all of the responsibilities that the role encompasses. . . .Thank you!

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

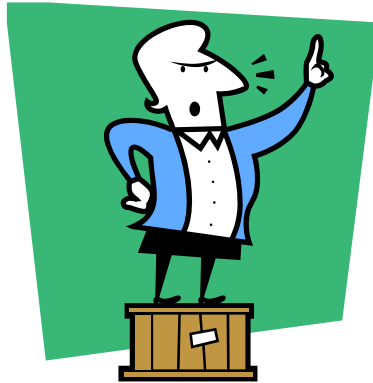
For many of the students coming into the MSW program, field practicum is their first hands-on client-based experience, and others may already work in an agency that provides assistance to a specific population and have limited human services experience. Your responsibility is to remember that students 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 2-3 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 as a whole, 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 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

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.** The seminar instructor will review at least two during each term. An example of one can be found in this manual, and at 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.

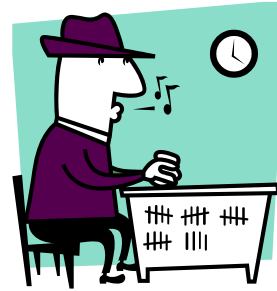
Errors occur in student supervision when the Field Instructor or the Task supervisor supervises in an informal manner, is sporadic in meeting with the student, has no focus during the supervision time, or allows the agency's needs to interfere with the supervision time. We all know that some things will 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, it stands to reason that there is also a shortage on a 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 for the students. As stated earlier, CSWE mandates that social work students be supervised by an 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.

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.



CODE OF ETHICS

Students, faculty members, and Field Instructors must become familiar with the Code of Ethics adopted by the National Association of Social Workers. 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/pubs/code/code.asp>.

CSWE EDUCATIONAL POLICY

The MSW Program is accredited by the Council on Social Work Education. Information about the CSWEs accreditation standards is available at <http://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 Foundation 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 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
Foundation 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 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 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 Foundation 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:

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

Total score: _____ Mean Score: _____

Total number of hours completed this semester: _____

Cumulative number of hours completed: _____

Additional comments:
--

I (we) recommend this student advance to the next semester 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 my review. agree disagree with

Student Signature

Date

Faculty Seminar Signature

Date



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 Foundation 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 Foundation 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

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 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 G: Field Placement Timesheet

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Department of Social Work

Students need to keep accurate track of their time spent at their placement. Fill out this time sheet and submit it to the seminar instructor at the end of each month.

Month _____ **Print Name:** _____

Cumulative hours, beginning of month: _____

Date	Time in	Time out	Total Hrs	Supervisor initials

Total hours for month: _____ Cumulative hours, end of month: _____

 Student Signature FI/Task Supervisor Signature

Reviewed by Seminar Instructor _____

Appendix H: Field Instructor/Student Conference Log

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Department of Social Work**

Field Instructors are advised to maintain documentation of weekly supervision on this form.

Student_____

Field Instructor_____

Today's date and time: _____

Issues/Cases/Activities discussed: _____

Follow-up/assignments:

Time spent in today's supervision_____

Signed_____ **Field Instructor**

Date_____

Appendix I: Application for Field Practicum Placement

California State University, Bakersfield
Department of Social Work

Graduate Field Practicum Application

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 _____ Email address _____

Status: (Select one) ___ FT ___ PT ___ Advanced Standing

Area of Emphasis: ___ None ___ Child Welfare ___ Health & 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. 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 setting ___ Hospice ___ Mental Health ___ Foster Family Agency

___ Gerontology ___ Public Child Welfare Agency ___ Criminal Justice ___ Other

For CSUB Field Education Dept. Use Only

Proof of Malpractice Insurance: ___ Yes ___ No ___ Date Paid _____ Receipt# _____

Field Placement site: _____

Address: _____

Field Instructor: _____

___ On Site ___ Off-site Telephone# _____

Email _____

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**. Student who are requesting accommodations for their internship 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 University academic standards, including the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/default.asp>), which governs Social Work Practice. Felony/misdemeanor convictions depending on severity can 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 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)

1. 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 located at <http://www.socialworkers.org/pubs/code/default.asp>) 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 U.S. 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 interest:

1.

2.

3.

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?

2008-2009

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

*Document your own thought and feelings and your perception of the client's thoughts and feelings, as appropriate.

Content (Dialogue)	Thoughts and Feelings	Skills used	Intent

*Document your own thought and feelings and your perception of the client's thoughts and feelings, as appropriate.