



**Master of Social Work Program
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**FIELD EDUCATION
STUDENT HANDBOOK
2008-2009**

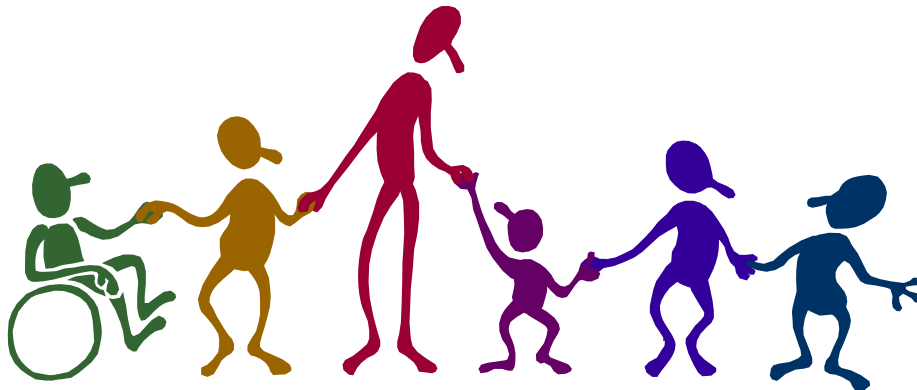


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FIELD EDUCATION INFORMATION FOR STUDENTS

A. Purpose

The purpose of field education in social work is to provide the student with an interface between classroom education and actual practice. The student is provided with opportunities to:

- Develop practice skills by applying classroom theory to real life situations
- Determine which approaches work in practice and how they must be adapted to specific situations
- Understand the effect of the organizational context on professional practice while developing skills in agency-based social work
- Learn to use supervision and consultation appropriately
- Begin to engage in self-assessment
- Develop a professional identity

B. Objectives

1. Foundation Year

The Foundation Year Comprehensive Skills Evaluation (see appendix) is completed by the Field Instructor at mid-year and at the end of the internship. The student also utilizes the form to complete a self-evaluation. The evaluation tool is organized into Five Core Learning Areas of Field Education with articulated Learning Objectives and specific behavioral measures. The following chart indicates the articulation between the Comprehensive Skills Evaluation and the course objectives. The first two columns indicate each of the field core learning areas with the corresponding learning or behavioral objectives; the second two columns indicate the classroom course objective with the corresponding learning objectives or goals.

Field Evaluation Core Value	Field Evaluation Corresponding Objective	Course Objective	Student Learning Goals
Professional Responsibility and Identity of Social Work Profession	<ul style="list-style-type: none"> • Integrates professional values commensurate with the NASW Code of Ethics • Distinguishes between personal/professional role 	MSW 540/541: <ul style="list-style-type: none"> • Introduce student to the experience of social work practice and case management principles • Create a support network for students • Develop the student's role as a competent and ethical 	MSW 540: <ul style="list-style-type: none"> 6. Comprehend and apply basic core social work values and ethical standards in order to begin developing professional integrity and the ability to apply these values and codes for effective, ethical decision making practice 7. Effectively utilize fieldwork practice experiences to

		social work professional	broaden their understanding of and increase their respect for multiple areas of diversity. MSW 541: 3. Appraise and resolve the ethical challenges faced in social work practice by recognizing ethical dilemmas, demonstrating acceptance and use of basic social work values and ethics and professional integrity 6. Strengthen diversity-sensitivity by recognizing and respecting the dignity and worth of various client populations
Responsibility as a Learner	<ul style="list-style-type: none"> • Demonstrates motivation • Demonstrates self-awareness • Utilizes Field Instruction effectively 	MSW 540/541: <ul style="list-style-type: none"> • Integrate field and classroom learning • Integrate experiences with all foundation courses • Provide a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self 	MSW 540: 1. Identify and develop a basic, introductory understanding of the social work profession and their responsibilities and identity as future social workers. 2. Engage in self-assessment of their own strengths and learning needs; appropriately utilize direct supervision; develop ability to accept and benefit from constructive feedback. MSW 541: 1. Engage on self-assessment and critical analysis of own strengths and learning needs 2. Openly discuss and effectively resolve typical adjustment issues
Knowledge of the Field Work Agency and the	<ul style="list-style-type: none"> • Demonstrates knowledge of goals, mission, 	MSW 540/541: <ul style="list-style-type: none"> • Address “gaps” between course 	MSW 540: 3. Analyze and understand the

Community	<p>and organizational structure</p> <ul style="list-style-type: none"> • Demonstrates knowledge of the community 	work and social work practice experiences	<p>mission, goals and infrastructure of a social services agency.</p> <p>1. Understanding and evaluating key social work infrastructure issues, policies, institutions and practice approaches in their field of practice and in their community</p> <p>MSW 541:</p> <p>7. Analyze and understand the social welfare and social services agency system, its purposes, goals and objectives; and how social policy and legislation can impact a given agency's overall functioning</p>
Organization, Work Management, and Communication Skills	<ul style="list-style-type: none"> • Demonstrates clear, accurate documentation • Demonstrates clear, concise oral presentation • Plans and organizes work 	<p>MSW 540/541:</p> <ul style="list-style-type: none"> • Provide feedback to students within a group process framework, specifically focused on student's verbal and non-verbal communication skills 	<p>MSW 540:</p> <p>8. Learn to be organized and efficient in their work and utilize effective time management skills in delivering appropriate services to clients</p> <p>5. Enhance basic interviewing and oral and written communication skills.</p>
Micro and Macro Practice and Intervention Skills	<ul style="list-style-type: none"> • Uses self professionally • Demonstrates ability to integrate theory and practice • Demonstrates skill in verbal and nonverbal communication • Assesses, diagnoses, manages, and maintains the intervention process (with individuals and families) • Assesses, 	<p>MSW 540/541:</p> <ul style="list-style-type: none"> • Assist student's learning in understanding their cases in terms of applicable theories 	<p>MSW 540:</p> <p>4. Become conversant with the social work case management approach including the social worker's role, and their functions with clients; understand key responsibilities of different social work roles</p> <p>3. Becoming familiar with the organizational structures that underlie the provision of services</p> <p>5. Use these communication skills</p>

	<p>diagnoses, manages, and maintains the interventions (in macro practice)</p> <ul style="list-style-type: none"> • Macro practice intervention skills 		<p>differentially in case management with diverse populations, as well as presenting effectively with colleagues and external communities</p> <p>MSW 541:</p> <p>4. Utilize the generalist problem solving processes of gathering information, assessing, planning, designing, implementing, evaluating and ending services for various systems</p> <p>5. Identify and work to counteract discrimination of institutional factors adversely affecting diverse clients and be able to advocate for these clients individually on a micro-level, and/or by promoting social change on a macro-level</p> <p>8. Form productive, collaborative relationships with clients that facilitate a joint exploration of the problem definition, existing and needed resources, and prioritization of needs</p>
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2. Concentration Year

The Concentration Year Comprehensive Skills Evaluation (see appendix) is completed by the Field Instructor at mid-year and at the end of the internship. The student also utilizes the form to complete a self-evaluation. The evaluation tool is organized into Five Core Learning Areas of Field Education with articulated Learning Objectives and specific behavioral measures. The following chart indicates the articulation between the Comprehensive Skills Evaluation and the course objectives. The first two columns indicate each of the field core learning areas with the corresponding learning or behavioral objectives; the second two columns indicate the classroom course objective with the corresponding learning objectives or goals.

Field	Field Evaluation	Course Objective	Student
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Evaluation Core Value	Corresponding Objective		Learning Goals
Professional Responsibility and Identity of Social Work Profession	<ul style="list-style-type: none"> Integrates professional values commensurate with the NASW Code of Ethics Distinguishes between personal/professional role 	MSW 542/543: Development of social work professional responsibility and identity	MSW 542/543: 8. Ethics 9. Professional identity and responsibility 5. Diversity and vulnerability
Responsibility as a Learner	<ul style="list-style-type: none"> Demonstrates motivation Demonstrates self awareness Utilizes Field Instruction effectively 	MSW 542/543: Development of responsibility as a life-long learner	MSW 542/543: 6. Collaboration 9. Professional identity and responsibility
Knowledge of the Field Work Agency and the Community	<ul style="list-style-type: none"> Demonstrates knowledge of the goals, mission, and organizational structure Demonstrates knowledge of the community 	MSW 542/543: Development of knowledge of the fieldwork organization and community	MSW 542/543: 1. Experience in field work cases 6. Collaboration 7. Advocacy
Organization, Work Management, and Communication Skills	<ul style="list-style-type: none"> Demonstrates clear, accurate documentation Demonstrates clear, concise oral presentation Plans and organizes work 	MSW 542/543: Development of higher organizations, work management, and communication skills	MSW 542/543: 1. Experience in field work cases
Micro and Macro Practice and Intervention Skills	<ul style="list-style-type: none"> Uses self professionally Demonstrates ability to integrate theory and practice Demonstrates skill in verbal and nonverbal communication Assesses, diagnoses, manages, and maintains the intervention process (micro/mezzo) Assesses, diagnoses, manages, and maintains interventions 	MSW 542/543: Development of effective evidence-based practice and intervention skills, especially with diverse and at-risk populations	MSW 542/543: 1. Experience in field work cases 2. Theory, research and intervention methods 3. Accurate assessment and evaluation 4. Effective intervention 5. Diversity and vulnerability 7. Advocacy

	(macro) • Macro practice intervention skills		
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C. Field Educator Roles

Director of Field Education- oversees the Field Education curriculum and field agencies; supervises the Field Faculty; develops and maintains relationships with the field agencies; arbitrates problems that may arise with field agencies and/or students in field placements.

Field Liaison- teaches the Field Seminar; oversees the students in the field agencies; maintains contact with Field Instructors; visits students and Field Instructors at the field agency each semester.

Field Instructor- the in-agency Instructor; must have an MSW with a minimum of 2 years post-masters experience; supervises the student in the agency, assigns work/tasks, completes the Learning Agreement and the Comprehensive Skills Evaluation.

Task Supervisor/Preceptor- when the agency does not have an MSW available on site to provide the daily work assignments and oversight, the task supervisor assumes that role, this individual has sufficient experience in the agency to provide the student with the necessary guidance to perform the work of the agency; an agency MSW will provide the social work supervision, perhaps off site.

REQUIREMENTS

A. Liability Insurance

The MSW Program has a blanket liability policy through the University.

B. Field Hours

1. All incoming students must complete the Field Placement Application and sign the Student Agreement. 2nd year students will sign the Student Agreement in their 1st Field Seminar class in the fall.
2. There will be a mandatory Field Orientation in June of each year for incoming students.
3. Students will spend 16 hours per week in the Field Agency during their 2 years of fieldwork.
4. Schedules for student work in field agencies will be decided by the Program and the Agency. In most cases, the field day will be an 8 hour, 8-5 schedule. The field schedule is designed to maximize student learning and experience. No changes can be made to this schedule without prior approval.
5. Students must have the appropriate number of field hours for credit to be granted. This means that any absences will need to be made up.

C. Field Seminar

Field Seminar is the classroom portion of the Field Instruction courses. Classes meet two hours, once per week, on campus. Field Seminar is a combination of didactic and experiential techniques, where the experiences gained in the field placement are discussed, explored and examined.

D. Grading

It is the CSU Fullerton Graduate Studies policy that all graduate courses be graded; credit/no credit courses are not permitted. The grading scale is included in each course syllabus, and includes attendance, participation, collaboration and written assignments, as well as the observations of the Field Instructor.

FIELD EDUCATION POLICIES

A. Holidays

Students will be excused from field placement on campus holidays. Students may be excused from field placement on agency holidays that are not also campus holidays, as long as the total number of required field hours for that semester is not compromised. In the case where such agency observed holidays do compromise the required number of field hours, the student will be expected to make up those hours. It should be noted that the student **will** be expected to be in the field agency during the winter intercession. This is necessary for client continuity of care.

B. Attendance

Students are expected to be on time for all field hours as agreed upon between the agency and the MSW Program. In the case of personal illness or personal emergency, the student is expected to notify the Field Instructor and the Director of Field Education immediately. These absences are expected to be made up on a day and time agreeable to both the agency and the Field Liaison. Field placement is critical to student learning and professional development and, as such, chronic tardiness or absence may lead to disciplinary action. Students with children or other caretaking responsibilities are expected to make alternative arrangements or contingency plans so that these responsibilities do not cause the student to be absent from field hours.

C. Confidentiality

Confidentiality is covered in the NASW Code of Ethics. The student is expected to be familiar with this Code and to follow it at all times. In addition, many agencies may fall under other confidentiality codes, such as HIPAA or Welfare and Institutions Codes. Each agency will inform the student of any additional confidentiality codes.

D. Assignments

Students are to complete the Learning Agreement with their Field Instructors and submit it to the Field Liaison by the end of the second week in the field agency each semester. The Comprehensive Skills Evaluation is completed by the Field Instructor and the student and is due to the Field Liaison during the last week of field for the semester. Students will complete one Process Recording per week, to be reviewed with the Field Instructor and then turned in to the Field Liaison. In addition, students will complete a weekly Learning Log (journal) and will submit this to the Field Liaison each week or as instructed by the Field Liaison. Each Field Instructor will submit an evaluation of the experience with the student and the MSW Program. In addition, each student will submit an evaluation of the Field Instructor, the field agency and impressions of their overall experience. These evaluations will provide the Director of Field Education with valuable

feedback to ensure optimal learning and professional development for each student. These respective evaluations are done at the end of the academic year, allowing the field experience to be evaluated *in toto*.

E. Transportation

Students are responsible for their own transportation to and from their assigned field agency. In many cases, field agencies require students to make home visits or other types of travel during their assignments. Students are responsible for any travel needs that occur during the field placement and should plan accordingly.

PLACEMENT OF STUDENTS

A. Foundation Year

Students will be placed in social/human services agencies providing a variety of services to diverse populations. Upon acceptance into the MSW Program, students will submit the Foundation Year Field Placement Application to the Director of Field Education. Students will attend a Field Orientation and will be given an opportunity to set-up a personal interview. Utilizing the information from the form and the interview, students will be placed in an agency. Where possible, the student will have the opportunity to visit the agency and meet the Field Instructor before the field year begins. STUDENTS DO NOT FIND THEIR OWN FIELD PLACEMENTS. Every effort will be made to consider where the student lives and other factors in assigning the Field Placement. However, students should be aware that the primary consideration is to facilitate learning and experience in social work practice. In order to meet this objective, it may be necessary for the student to travel to the appropriate field agency.

B. Concentration Year

Students will be placed in social/human services agencies according to their designated concentration: Child Welfare or Community Mental Health. Students will prepare a Student Resume. Students will contact the Director of Field Education for a pre-placement interview. Students will interview at 2-3 different agencies during the late spring. Students will submit to the Director of Field Education their impressions of the agency and their preferences for placement. The interviewing agencies will also submit their preferences to the Director of Field Education. The Director will make the final decision as to the Concentration Year field placement(s).

C. Selection of Field Agencies

The selection of agencies to be affiliated with CSUF MSW Program is a joint process involving the agency and the program. It is based upon a mutual commitment each institution makes to social work education. Agencies that are interested in becoming a fieldwork site for CSUF complete an Agency Fact Sheet. To determine the suitability of an agency for field placement, the Director of Field Education of the MSW Program assesses the agency's interest in and potential for a long-term commitment to social work education. Preference is given to agencies that are focused on supervising social work students as well as having a wide range of opportunities for a variety of student learning

experiences. Agencies are expected to provide students with multicultural practice and social justice experiences, to subscribe to the educational objectives and mission of the MSW Program at CSUF, and to treat students as learners by providing resources necessary for them to complete their assignments.

D. Student Performance in Field

During the first two weeks of the placement period, a learning agreement will be developed between the student and the Field Instructor. The learning agreement will specify learning needs for the student, the experiences and activities in which the student will participate to meet these learning needs and will specify timelines for their implementation and completion. (See Field Education Learning Agreement under Forms)

Students will meet with the faculty Field Liaison weekly in a field seminar in which there is discussion about the agency and the student's experiences in that agency. In addition, faculty Field Liaisons contact the agency within the first month of placement to introduce themselves and set up face to face meetings as necessary, but once per semester at a minimum, to discuss the student's progress. During these meetings, the faculty field liaison, the Field Instructor and the student will discuss the Comprehensive Skills Evaluation and any other issues that are deemed important to the student's learning experience. In addition to the Comprehensive Skills Evaluation, at the end of the placement year, the faculty Field Liaison will complete an evaluation of the agency and the Field Instructor. Students complete an evaluation of their field experience and the fieldwork setting. The Field Instructor will complete an evaluation of their experience as a Field Instructor, the MSW Program, and the faculty Field Liaison. All of these evaluations will be utilized in assessing student learning, the effectiveness of the Field Instructor and the agency in providing field instruction, the monitoring of faculty Field Liaison contacts with agencies, and the overall effectiveness of the field education program at CSUF.

Students are expected to comply with all agency policies and procedures. The Field Instructor will assist the student in accessing the P&Ps of the agency. In addition, the student is expected to be familiar with and comply with the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code>) at all times. Students should dress professionally while in the field agency. Students are expected to be on time for field work assignments, meetings and field seminar. Students are expected to comport themselves professionally at all times in the field agency and any extension of that agency. Personal use of agency email, telephones, copying machines, fax machines is prohibited. In addition, personal cell phones should be turned off or silent while in the field agency.

RESOLUTION OF PROBLEMS IN FIELD PLACEMENT

The MSW Field Education Program is committed to helping students obtain optimum practice and skill building experience in their field placements. Performance issues, personal and educational, occasionally surface in the field placement. Both students and Field Instructors are encouraged to have open, direct and ongoing communication with the Director of Field Education so that any difficulties are identified early and a plan of action can be initiated.

Issues/problems in field education can generally be categorized as one or more of the following:

- Situational: chronic transportation difficulties, illness, personal crisis, unreliable child care, etc.
- Environmental: lack of adequate opportunity provided by the agency to accomplish learning objectives, little or unsatisfactory field instruction, a personality conflict between the student and the Field Instructor or other agency personnel, etc.
- Professional behavior: ethics violations (NASW Code of Ethics), poor professional behavior, unsuccessful completion of projects or tasks assigned, lack of ability or motivation to learn social work skills, disrespect for clients and/or other professionals, unable to utilize feedback effectively, threatening or criminal behavior, etc.

Should any of these issues occur, the Director of Field Education, the student and the Field Instructor will discuss and design an appropriate corrective action plan and a timeframe for said plan. In the case of environmental issues, the Director may change the field placement of the student. Should the student fail to make the necessary improvements or other concerns arise, a Student Status Review will be scheduled (see **Program Student Handbook**).

A student may be removed from a field placement for the following reasons:

1. Is not able to maintain confidentiality.
2. Does not abide by the NASW Code of Ethics.
3. An attempt to harm someone else.
4. An attempt to harm oneself.
5. Repeated tardiness at the agency setting and/or tardiness without notification.
6. Repeated absences from the agency setting and/or absence without notification.
7. Repeated change in scheduled hours without approval.
8. Illegal behavior during field hours.
9. Below average performance as documented in formal written evaluation.
10. Does not perform and complete assigned tasks in a timely manner.

Please refer to the **Student Status Review** section in the **Program Student Handbook** for information regarding student rights should removal from field placement occur.

SAFETY GUIDELINES FOR FIELD PLACEMENT

The following guidelines are offered as basic safety tips in field placement settings:

- Review the agency's Policies and Procedures (P & Ps) regarding home visits, duress alarms, office safety and other safety related issues. Your Field Instructor can assist you in locating these P & Ps.
- Be familiar with your environment: entrances, exits, places to avoid, as well as safe places. Project an image of knowing where you are going

and what you are doing, even if you don't. The last thing you want to do is look preoccupied, distracted, or lost.

- Observe how clients are dressed and their body language. Are they wearing coats, jackets or other clothing that may conceal a weapon?
- Always be sure you have enough gas in the vehicle you are driving and at all times carry with you either a cell phone or enough change to make several phone calls.
- Visit at times of high activity, such as 8:00 a.m. to 10:00 a.m. or 2:30 p.m. to 4:00 p.m., when children in the home or neighborhood are going to and from school.
- Select a time when people who are known to be violent are out of the home.
- Be mindful that your own clothing and jewelry do not misrepresent you or put you at risk for being a target for a crime, such as wearing expensive jewelry or clothing that could be interpreted as provocative or reflective of gang membership.
- If it seems appropriate in the community and the client or family agrees, walk around the neighborhood, visit the park together or sit on the porch with the family from time to time, so others can see that you are there with the client's permission.
- While protecting the client's confidentiality be prepared to answer questions simply and directly pertaining to whom you are, what you are doing and why you are with the client. This may be important in demonstrating to neighbors that you are not a salesperson, missionary, police officer or even a new drug dealer in the neighborhood.
- ALWAYS let your Field Instructor know where you are going and when you will return. Many agencies have a form called a Field Itinerary; always use this form if available. Make sure you have your Field Instructor's phone number handy while you are out.
- Call clients ahead of your visit to let them know to expect you at a certain time. Ask them to contact the agency if you are late.
- At the door, listen before you knock. If you hear sounds that convey a threatening situation is going on, leave immediately.
- Stand to one side of the door when you knock, not directly in front. Do not accept invitations such as "Is that you? Just come in". Identify yourself and ask the occupant to come to the door to let you in.
- Once inside, be alert and observant of your environment. Are there any weapons around? Are drugs being used in the home? Is someone intoxicated and physically acting out? In such cases, inform your primary client that you cannot remain and try to reschedule the visit. Regardless, get out and inform your Field Instructor.
- If a client or family member's language or behavior begins to escalate, remain calm and appear in control, even if you feel you are panicking.
- **If you are in a situation that is escalating:**

DIVERT Refocus the attention to another subject. Change seats. Ask for a cup of water.

DIFFUSE Using a clear, confident tone of voice, convey that you hear the person's concerns and assure them that they are safe.

DELAY Ask to postpone your discussion, or "practice strength in numbers" by calling for back up assistance if the situation requires you remain in the home –

OR—

LEAVE

While none of us like to think of the possibility that any of the above will happen to us, taking safety precautions and paying attention to the environment we are working in is a critical aspect of community based social work practice.

Many agencies offer safety training related to home visits as well as training in de-escalating potentially violent clients. Students are encouraged to participate in these trainings when they are offered. If you have questions or need further guidance, contact your Field Instructor or the Director of Field Education.

FIELD FORMS

- A. Foundation Year Field Application
- B. Concentration Year Field Questionnaire
- C. Field Agreement
- D. Field Education Learning Agreement
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