

# Student Field Practicum Education Manual



Department of Social Work

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## Table of Contents

Introduction to Field Education at CSUF .....	3
Field Education Directory .....	4
1.0 Admission to Field Education .....	5
2.0 Requirements for Completion of the Field Education Component of the MSW Degree .....	6
3.0 Field Placement Procedures .....	7
4.0 Field Education Roles .....	12
5.0 Student Field Education Responsibilities and Policies .....	12
6.0 Evaluation of Student Progress and Grading .....	16
7.0 Resolution of Problems in Field Placement .....	16
Appendix A Learning Agreement .....	20
Appendix B Student Field Visit Evaluation Sample .....	24
Appendix C Field Education Calendar Sample.....	25

## **Introduction to Field Practicum Education at CSUF**

Field education has been identified by the Council on Social Work Education (CSWE) as the signature pedagogy of the profession. Field education gives the student the opportunity to apply and integrate the fundamentals of theory into practice. Here at CSU Fullerton, field education is integrated into the structure of the student academic experience by utilizing and demonstrating the CSWE nine competencies.

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

- Develop practice skills by applying classroom theory to clinical practice
- Determine which approaches work in practice and how they must be adapted to specific situations
- Understand the effect of the organizational context of professional practice while developing skills in agency-based social work
- Utilize relevant research to inform practice
- Learn to use supervision and consultation appropriately
- Students will internalize the social work values and principles
- Develop a professional identity

The Social Work Department has established numerous partnerships with community agencies to provide each student with a relevant field education experience. At each agency, qualified field instructors and/or preceptors provide mentorship, guidance, and feedback to the student and the field faculty regarding the student's progress.

In the pages that follow, the policies and procedures of the Field Education component of the Department of Social Work are explained. The focus of the Field Faculty is to assist each student in being successful in their pursuit of the Master of Social Work degree and to produce competent, effective, and ethical social work practitioners.

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## 1.0 Admission to Field Practicum Education

Admission to the MSW Program is required to apply for the fieldwork component of the MSW degree. Once the student has been offered and has accepted admission into the CSUF MSW Program, the student will complete field placement process training and the Generalist Practice field application on InPlace (formally ASPN).

Admission to the MSW Program does not guarantee that the student will be assigned to field placement. The student must meet the field placement security background clearance, to be accepted by a field agency to complete the fieldwork requirement. The criteria include, but may not be limited to:

- Complete field process training
- Complete InPlace field application
- Availability to interview with the assigned agency.
- The ability to provide a background check, such as a Live Scan, DOJ or FBI.<sup>1</sup>
- Reliable transportation to, from, and during the fieldwork day.
- Complete and pass required TB testing and/or health screens
- Willingness to accept the fieldwork agency assigned to the student.
- Health status that does not cause frequent absences.
- Understanding that social workers often make home visits and/or connect with clients in non-traditional settings.
- Understanding that social workers serve all clients and embrace diversity.
- Attendance to mandatory Field Readiness Training days
- Complete FR Training by the first day of their field placement

Deficiencies in any of these areas above may delay the student's field placement or recommendation for disqualification from the MSW program.

First-year field students must be available from June through the beginning of the fall semester for the field placement process. Availability by email, phone, and electronic conferencing or in person, depending on the situation and need.

First-year field students begin their Field Education by attending Field Readiness Training. This four-day mandatory training is designed to give the student the information necessary to succeed in the MSW programs' fieldwork component. Students will be notified in advance regarding the mandatory dates of the Field Readiness Training. Students will not be permitted to begin their field placement until the required training is completed and certificates of completion are submitted on Canvas.

This pre-placement training prepares and informs the student about:

- Field education requirements and expectations
- Field Safety practice
- Social Work technology and tele-mental health/therapy
- CSWE competencies, NASW Code of Ethics, and confidentiality

- Mandated reporting responsibilities and dilemmas for children, adults, and older adults
- Suicide Risk Assessment and Intervention
- Antiracism, Diversity, Equity and Inclusion
- Preparation for and use of supervision, field seminar, and evaluation of progress using Comprehensive Skills Evaluation

## **2.0 Requirements for Completion of the Field Practicum Education Component of the MSW Degree**

The Field Education curriculum consists of four Field Seminar courses: MSW 540, MSW 541, MSW 542, and MSW 543. These courses are each weighted as three units and include the fieldwork hours in the assigned agency. A grade of "Credit" is required before enrolling in the next course in the sequence. While the courses are listed separately, field placement is continuous; the student should regard the Field Seminar and fieldwork placement as an academic year. Each year, the student will complete a minimum of 525 fieldwork hours (250 in fall and 275 in spring) and have passing scores on the Comprehensive Skills Evaluation. By graduation, each student will have attained a minimum of 1050 hours of supervised experience and have passing scores on each semester's Comprehensive Skills Evaluation. Field hour requirement is based on the CSWE and CSUF accreditation agreement.

Students who have received a "No Credit" in any field seminar will not be enrolled in the next sequence field course. For example, if a student receives a "No Credit" in MSW 540, the student will not be enrolled in MSW 541 and will be required to repeat MSW 540 before enrolling in MSW 541. The student will be required to repeat the "No Credit" course, which will be offered the following academic year, provided the student is in good academic and ethical standing to practice. The student not in good academic standing or possibly not ethically able to practice will be referred to the Student Status Review (SSR) Committee to determine the most appropriate course of action and resources, including the student's fitness for the social work profession. Please refer to the MSW Student Handbook for SSR procedures.

MSW 540 and MSW 541 are the Field Seminars that comprise the Generalist Practice year. The Generalist Practice year is designed to give each student a thorough grounding in social work practice, guided by the CSWE nine competencies: ethical and professional behavior, antiracism, diversity, equity, social justice, and human rights, research, policy, engagement, assessment, intervention, and evaluation of practice. The student will demonstrate their knowledge in each of these nine areas in their field practice and field seminar classes. Students will internalize the social work values and principles and begin to demonstrate the ability to think critically by applying theory to observation and practice. The assigned fieldwork agency provides the student with the practice experience to implement these concepts and apply the CSWE nine competencies.

MSW 542 and MSW 543 are the Field Seminars that comprise the Advanced Generalist Practice year. During the Advanced practice year, the student will take policy and practice classes within their chosen areas of focus: Child Welfare, Community Mental Health, or Aging. In addition, the assigned fieldwork agency will allow the student to advance and refine their practice skill set with a specialized population.

In the Advanced Generalist Practice year, the students will continue to develop their CSWE nine competencies: ethical and professional behavior, antiracism, diversity, equity, social justice, human rights, research, policy, engagement, assessment, intervention, and evaluation of practice. The students will demonstrate their knowledge in these nine areas in their field practice and seminar classes. Students will internalize the social work values and principles and demonstrate the ability to think critically by applying theory to observation and practice. The assigned fieldwork agency provides the student with the field practice to implement these concepts and apply the CSWE nine competencies.

The major requirements for completion of the Generalist Practice Year and Advanced Generalist Practice Field Education Component include:

- Complete Field Readiness required training
- Demonstrates the ability to master Council Social Work Education nine competencies with passing scores on the Comprehensive Skills Evaluation
- Completion of eight process recordings per semester
- Submission and presentation of the Field Capstone Portfolio each semester
- Completion of two years of field experience with a minimum accrual of 1050 hours of experience, based on CSWE and CSUF accreditation agreement.
- Completion of field course assignments
- A grade of "Credit" in each Field Seminar course

### **3.0 Field Practicum Placement Procedures**

#### *Generalist Practice First-Year Placement*

Upon admission to the MSW Program, the Directors of Field Education will contact the student regarding field training for application to Field Education. The student will complete the field education requirements and expectations and complete the field application into InPlace (formally ASPN). Students will also be registered in Canvas Community, MSW Generalist Practice Year Field Practicum. The Canvas community will provide the students with step-by-step directions and PowerPoints to guide them through the information for our field program. InPlace is the database where students complete the field application, submit their resumes, and upload a professional photo of themselves. Once completed, the student will be admitted into the field program and begin the placement process.

During the Generalist Practice year, students focus on CSWE's nine core competencies: developing a professional identity, interviewing skills, assessment, case management, information dissemination and resources, application of theory, critical thinking, and judgment.

In matching students with a field placement agency, the field director evaluates the experience, area of focus, and student's long-term career goal. Field directors also evaluate these factors but are not limited to:

- Where the student resides during the academic year, every effort is made to match the student with an agency within a reasonable commute.

- Previous social work experience
- Language skills
- Compatibility with the agency and the field instructor
- Agency able to offer the student learning opportunities that challenge the student to grow professionally

In the process of securing the first-year field placement, the Field Directors will match each student with an agency. Once the student is matched with an agency, the student will attend an interview to determine if it is an appropriate placement. If the agency does not accept the student, the student will be matched with a new agency for an interview. The students will continue this process until the Field Directors confirm them at a new agency.

While every effort will be made to place students in a field agency, it is the student's responsibility to present themselves maturely, professionally, and appropriately in the interview to secure the placement. Students who do not meet the criteria for the field placement process and secure a field placement will not be able to complete the requirements for the Field and may be disqualified from admission to the MSW program. Students are provided information on resume writing, interviewing skills, and professional development on Canvas.

Students who apply and are accepted into the California Title IV-E stipend program will be placed by the Cal-SWEC Project Coordinator in an appropriate public child welfare agency or community-based child welfare agency.

### *3.1 Advanced Generalist Practice Second-Year Placement*

For the Advanced Practice year, students will attend a mandatory information session regarding the second-year field process and requirements. Students who do not attend the orientation may not be placed due to not being informed of the procedures for second-year placement. The second-year student will update their student field application on InPlace and upload their resume. Students will see the list of agencies focusing on Advanced practice year placements. Next, students can select five recommendations of agencies they would like to interview for their second-year placement. The students' agency selections must be appropriate for their areas of focus and long-term career goals. Field Directors will review the students' recommendations to determine if they match their focus area, InPlace profile, and Agency requirements. Field Directors will select three agencies for each student to complete their interviews. Students who have applied for a grant/stipend will be offered four interviews to increase their probability to be selected for the stipend/grant. Once students have completed their agency interviews, the student will list their placement preferences in numerical order on InPlace. Once each agency submits its student preferences numerically, students are matched with their agency. Both the student and the agency are emailed to confirm the field placement for the advanced practice year.

### *3.2 Specialized Grant/Stipend Placements*



Child Welfare students (Title IV-E) will be placed in public child welfare agencies or agencies that serve foster youth. Students with a mental health focus (PBH & APS) will be placed in agencies that provide mental health and health-related services to all age groups. Students focusing on Aging (GSWEC & APS) will be placed in agencies that provide services for older adults and their families/caregivers. Students in Health Careers Opportunity Program (HCOP) and Integrated Behavioral Health Education and Leadership (BHEAL) programs will be placed in integrated behavioral health settings. Orange County Behavioral Health Stipend Project (CalOptima), the student provides behavioral health services.

### *3.3 Field Agencies*

MSW program utilizes agencies in the counties of Orange, Los Angeles, San Bernardino, and Riverside that meet the learning criteria for an MSW student intern. The field director recruits' community agencies on an ongoing basis. Agencies interested in partnering with the CSUF MSW program for MSW student field placements are vetted by program field directors. Once the agency is determined to be appropriate to meet MSW student learning needs through MSW-level practice experience, an agency profile is created in InPlace, the field placement management database. The agency profile designates the availability of appropriate field instructors, the number of student placement spots available, populations served, types of services provided, and the appropriateness of placement learning opportunities for either Generalist or Advanced practice experience. The agency fieldwork coordinator updates the profile each year.

Each agency establishes a Memorandum of Understanding (MOU) with CSUF, which states the students' Certificate of Coverage for General Professional Liability. Each agency has a trained Field Instructor to assist the student intern in their field practice. Agencies are selected based on professional social work experience to assist students in learning the CSWE's nine competencies. Agency responsibilities to assist student learning are:

- Facilitation students' achievement of their Learning Plan
- Commitment to one academic year of fieldwork
- Provide appropriate office space
- Designate a qualified field instructor with a minimum of two-year post-MSW experience
- Adhere CSUF to the policies and practices of the MOU agreement
- Inform the MSW program of any agency or field instructor changes that would impact the student
- Provide one hour of supervision to facilitate student learning

Students are not to contact agencies to seek internship experience without prior consent from the field directors. Students interested in obtaining experience from an agency that does not have an MOU with CSUF are to contact the field directors to establish the appropriateness of the agency and student experience.

### *3.4 Field Instructor Recruitment*

The agency fieldwork coordinator selects appropriate field instructors within their agency. The field director provides the agency fieldwork coordinator with the criteria for field instructors. The fieldwork coordinator attests to field instructors being selected based on the criteria outlined in the Field Instructors section below. The agency fieldwork coordinator will notify field directors of any field instructor changes.

### *3.5 Field Instructors*

Each student will be designated a Field Instructor to facilitate their learning process in the Field. At the end of each semester, the Field Instructor completes the Comprehensive Skills Evaluation (CSE), which indicates how the student has progressed in each of the CSWE nine competencies. Field Instructors approve the students' weekly field hour log, Process Recording log, and Learning Plan. In addition, the Field Instructor provides weekly one-hour supervision and feedback on the students' process recordings.

The selection of field instructors for students is primarily responsible for supervising students at their agency sites, including developing learning assignments, providing regular weekly supervision, and evaluating mastery of field learning goals. Qualified field instructors must meet the following criteria:

- Field Instructors must have an MSW from an accredited Social Work program and two years of post-master's experience. (Verification provided to Field Directors)
- Completed an MSW Field Instructor Training from an accredited MSW University (verification provided to Field Directors)
- The Field Instructor's professional philosophy, goals, and objectives must be consistent with those of the social work profession and NASW.
- Field Instructors must have demonstrated competency in their area(s) of practice, as indicated by holding a master's degree from an accredited school of social work.
  - If the Field Instructor does not have a social work degree, the field education program seeks to provide expanded professional supervision of students in the following ways:
  - Designation of a social work mentor if such a person is available. The mentor must meet the criteria of a social work degree and be willing to meet regularly with the student to expand and further their social work perspective and experience.
- The Field Instructor must demonstrate a commitment to their own professional development. Such commitment may be indicated by professional affiliations, participation in continuing education courses, workshops, and seminars to enhance and update practice skills, community involvement and leadership, innovation in service delivery, etc.
- The Field Instructor must be willing and able to devote sufficient time to:
  - Provide one hour of individual supervision with the student weekly
  - Participate in the student's educational program by reviewing curriculum materials.
  - Plan student learning experiences consistent with the objectives of the social work program.
  - Provide the student with appropriate, regularly scheduled supervision for all activities in which they are involved.

- Confer at stated intervals with the designated Field Faculty for site visits and student progress.

### *3.6 Use of Employment Agency as a Fieldwork Site*

Students may apply to use their current place of employment for approval of the Field Director. The following criteria are required to determine if it is an appropriate placement:

1. The student is employed no less than 32 hours per week.
2. The student has permanent employment status, has passed the agency probationary period, has received satisfactory performance evaluations/reviews, and is in good standing with the agency.
3. The agency agrees the student's field practicum internship responsibilities and duties will be a separate learning experience from the student's permanent position.
4. An MSW Field Instructor with two or more years of experience, preferably at a supervisory level in the agency, who is **not the student's** employment supervisor, will provide field instruction in accordance with the CSUF MSW Program's curriculum and policies for the student's field practicum. NOTE: the Field Instructor is required to be on-site during the student's field hours.
5. The student's internship roles, responsibilities, assignments, etc., will have a clear delineation from their regular employment and will be in accordance with CSUF MSW Program's field curriculum and course requirements. This will be written and established in the student's "Field Practicum Internship at Employment Site" application.
6. The field practicum will occur during sustained periods of time during the student's workweek, Monday through Friday only, for a minimum of 4 hours at a time, in a different program, service area, or unit, and preferably in a different location.
7. The "Field Practicum Internship at Employment Site" application is completed by the student and submitted by the required due date in the field placement process timeline with the required signatures.
8. The student will provide copies of their satisfactory job performance evaluation(s).
9. If the application is approved and granted, the student is aware that they will need to reapply for their Advanced year and demonstrate in their application that the experience is different from their first-year placement. Title IV-E students in the Extended Education program wanting to explore this possibility must consult with the Title IV-E Project Coordinator.

If the employment situation does not meet all the criteria listed above, the student does not qualify for a field practicum internship at their employment site. Students are advised to consult with the Director of Field Education before completing the application.

Completing the "Field Practicum Internship at Employment Site" application does not guarantee approval of utilizing the employment site for internship. All "Field Practicum Internship at Employment Site" applications must be approved by the Directors of Field Education and submitted by the due date.

## 4.0 Field Practicum Education Roles

### Faculty

**Director of Field Education and Assistance Field Director-** are responsible for the administration and oversight of the Field Education component of the MSW program. Identifies and contracts with agencies to provide student field placements; provides Field Instructor training; serves as the lead on Field Faculty team; provides students with guidance and mentorship in developing social work skills and identity; maintains congruence of Field Education component with CSWE standards; arbitrator of field issues as they arise.

**Faculty Field** - instructs the Field Seminar class; serves as a liaison between the student and the field agency; monitors and evaluates student progress in mastering field competencies; provides the student with guidance and mentorship in developing social work skills and identity. Field Faculty will complete field site visits with the Field Instructor, Preceptor, and student each semester and as needed to support student learning. Site visits can be facilitated in person or via Zoom based on the student and agency's needs. The Field Faculty will complete the field placement visit form to document the student's progress in the Field.

### Field Placement Agency

**Field Instructor-** agency employee with MSW degree from a CSWE accredited school of social work; serves as a mentor and teacher for the student placed in the agency; provides supervision, guidance, and feedback regarding student performance and progress. The Field Instructor will be available for field site visits with the Field Faculty, Preceptor, and student each semester and as needed to support student learning. Site visits can be facilitated in person or via Zoom based on the student and agency's needs.

**Preceptor-** agency employee who may or may not possess the MSW degree, who is assigned to teach the student the agency's day-to-day work; interacts with the Field Instructor to monitor student progress and assign learning opportunities appropriate to the student.

**Student-** agrees to abide by the field placement agency policies, MSW Student Handbook, MSW Student Field Education Manual, NASW Code of Ethics, and CSWE policy and procedures, participate as an active learner, and participate actively in the Field. See Student Field Education Policy and Procedures for detailed student responsibilities.

## 5.0 Student Field Education Responsibilities and Policies

1. Attendance:
  - a. Students are expected to attend all Field Readiness training, assigned field hours, and Field Seminar classes.
  - b. Students are required to complete all FRT training before attending their field placement—completion requirements when certificates are submitted on Canvas.

- c. Students who do not complete the required training will not be permitted to continue at their field placement until training is completed.
- d. Attending field placement and not completing the required training demonstrates a lack of professionalism and a violation of our NASW Code of Ethics.
- e. Absence procedures:
  - i. Students are to notify the Faculty Field and the Field Instructor/Preceptor of the absence as soon as it is anticipated. Student needs to call and email Field Faculty and Field Instructor to provide information regarding the absence.
  - ii. Providing documentation of the legitimacy of the absence, if asked
  - iii. Demonstrate professionalism by following the above procedures
- f. All absences from the Field placement must be made up in a timely manner
- g. Absences must be appropriate (illness, family emergency)
  - i. Students who avoid field hours and/or field seminars to complete other coursework or for personal pleasure will be referred to the Director of Field Education.
- h. Not following this attendance policy or procedures demonstrates a lack of professionalism and a violation of our NASW Code of Ethics.

## 2. Field Hours

Each student is required to complete a minimum of 1050 fieldwork hours during the MSW Program. The fall semester requires 250 field hours, and the Spring semester requires 275 field hours for 525 hours each year. Field hour requirement is based on the CSWE and CSUF accreditation agreement. The student may reach field hour requirements before the end of the semester but must continue to attend their field placement.

- a. Generalist Practice year students attend Field 16 hours per week.
- b. Based on agency requirements, Advanced Practice year students attend Field from 16 – 24 hours per week. Students are informed of the agency field hour requirement.
- c. Fieldwork hours must be scheduled in accordance with the Field Instructor. The Field Instructor will direct and approve the day and times the student is to attend Field.
- d. Students are to complete a weekly field hour log to track field experience. Students are required to have their Field Instructor sign the field hours log daily on InPlace. Field daily time submissions are available on InPlace.
- e. MSW program has a field calendar to guide students on the requirement for weekly field hours. The Field Calendar is available on the MSW website and your Canvas Community.

## 3. Campus Holidays, Jury Duty, Fall and Spring Break:

- a. Students are to attend Field placement on all assigned days unless the agency is closed
- b. Campus Holidays are indicated on the Field Calendar and other campus publications
- c. Most campus holidays coincide with the holidays observed by the field agency; however, should the agency be open when the campus is closed, the student may attend the field hours rather than make the time up later.

- d. Students must distinguish between a Campus Holiday closure versus days when there are no classes, but the University is open (usually noted on the University calendar as a "recess"). If the University is open, even though classes may not be in session, the student is expected to provide service hours to their assigned agency.
  - e. Student field placement continues during Fall break. Students must attend field placement during Fall break unless the agency/school is closed.
  - f. Jury Duty
    - i. We recommend students request to attempt to defer jury duty until summer. Students who attend jury duty will follow the agency policy.. If called to serve beyond two weeks, the student must provide the Director, Field Faculty Liaison, and Field Instructor with documentation of the additional time requested for jury duty and the plan to complete their field hours. The Field Faculty Liaison will collaborate with the student and Field Instructor to create a remote practicum learning plan for the student's jury duty service and a plan to complete direct practice hours.
4. Professionalism
- a. Students are expected to always abide by the National Association of Social Workers Code of Ethics. Any violation of the following may lead to dismissal from the MSW program:
    - i. Social Workers Ethical Responsibilities to Clients
    - ii. Social Workers Ethical Responsibilities to Colleagues
    - iii. Social Workers Ethical Responsibilities in Practice Settings
    - iv. Social Workers Ethical Responsibilities as Professionals
    - v. Social Workers Ethical Responsibilities to the Social Work Profession
    - vi. Social Workers Ethical Responsibilities to Broader Society
  - b. Students are expected to always abide by the CSWE's nine competencies. Not meeting the expectations of the following competencies may lead to No Credit for field class and possible dismissal from the MSW program:
    - i. Intern demonstrates ethical and professional behavior
    - ii. Intern engages in advanced human rights and social, racial, economic, and environmental justice
    - iii. Intern engages in antiracism, diversity, equity, and inclusion in practice
    - iv. Intern engages in practice-informed research and research-informed practice
    - v. Intern engages in policy-informed practice
    - vi. Intern engages with individuals, groups, organizations, and communities
    - vii. Intern assesses individuals, families, groups, organizations, and communities
    - viii. Intern intervenes with individuals, families, groups, organizations, and communities
    - ix. Intern evaluates practice with individuals, families, groups, organizations, and communities
  - c. Students are expected to maintain confidentiality, as defined by law, statute, agency policy, and/or our Code of Ethics, inside and outside the assigned field agency.

- d. MSW program maintains a zero-tolerance policy for any violation of confidentiality
    - i. Violations include verbal and written breaches outside of appropriate venues.
    - ii. Posting inappropriate information on social media sites constitutes a gross violation of confidentiality and the NASW Code of Ethics.
    - iii. Zero tolerance means that confidentiality breaches on the student's part will result in a referral to the Student Status Review Committee with a recommendation for dismissal from the program.
    - iv. Engaging in any communication with clients on any social media site.
  - e. Students are expected to behave as adult learners, demonstrating respect for instructors (Faculty and Agency) and fellow students.
5. Transportation
- a. Students must be able to travel to and from field placement and may be required to drive during field placement activities (i.e., home visits, travel between sites, etc.) As such, students must have reliable transportation to complete the degree's Field Education component successfully.
  - b. Students must maintain a current and valid driver's license, vehicle accident, and liability insurance.
  - c. Students with documented disabilities that prohibit driving and registered with the Office of Disability Support Services will be afforded reasonable accommodation as provided by law.
6. Field Course Work
- a. Students are required to complete eight process recordings per semester. Students are to complete a process recording weekly in Field and submit to their field instructor on InPlace for reflection and feedback.
  - b. Students must submit their field hours on InPlace daily to track their field experience. Students must have their Field Instructor sign the field hours log weekly on InPlace.
  - c. During the first month of field placement, students are required to complete a Learning Agreement. Learning agreements are approved by the Field Instructor and submitted to the Field Faculty on InPlace. Students are responsible for identifying agency opportunities for learning and documenting those as goals in the Learning Agreement.
  - d. End of each semester, students are evaluated by their Field Instructor using the Comprehensive Skills Evaluation (CSE). CSE is completed at the end of each semester. The CSE is available on InPlace.
  - e. The student will submit and present an Academic portfolio to the Faculty Field, demonstrating how the student has internalized and demonstrated each of the nine competencies.
  - f. Students who are habitually late with assignments or put forth minimal effort on assignments will be considered not progressing in ethics and professionalism and will be downgraded on the Comprehensive Skills Evaluation and may be referred to the Director of Field Education.

- g. In the fall semester, each seminar class will develop a Social Work Month macro project and be involved in planning activities that will be implemented in the Spring semester during March.
  - h. Other field assignments will be outlined in each field seminar syllabi
- 7. Malpractice Insurance
  - a. CSUF covers each student with Professional Liability Insurance, as the student remains in good practicum and academic standing.
  - b. University shall ensure that each student in the program is covered during the term of this agreement by the Professional Liability Insurance
  - c. University will provide evidence of a student's professional liability coverage to the agency as the agreement is between the agency and the University. The University shall name the agency as an additional insured under Student's General Liability Coverage.
  - d. Students who travel as a part of the student's internship assignment shall maintain personal automobile liability insurance and a current Driver's License. Students are solely responsible for the operation of their motor vehicle. Should a student become involved in an automobile accident while driving to and from the practicum site or during practicum activities, the student is financially responsible. The Agency and University bear no responsibility or liability.
- 8. Field expenses such as travel, mileage, training, parking, background clearances, and physical exams/tests are the responsibility of the student and are not reimbursed by the University.
- 9. Student Assumption of Risk and voluntary election to participate in Field:
  - a. STUDENT is voluntarily participating in an internship to satisfy that requirement as expeditiously and quickly as possible.
  - b. STUDENT acknowledges that there are certain risks inherent in participation in an internship, including, but not limited to, risks arising from:
    - i. Driving to and from the internship site, or while in the course of internship activities;
    - ii. Unpredictable or violent behavior of certain client populations served by the practicum site;
  - c. STUDENT understands that these injuries or outcomes may arise from the Student's own or others' actions, inaction, or negligence.
  - d. STUDENT acknowledges that all risks cannot be prevented and agrees to assume those risks beyond the control of University faculty and staff.
  - e. STUDENT agrees that it is the student's responsibility to understand and follow the Internship's policies and procedures designed to identify and control risks, including safety and security procedures
  - f. STUDENT expressly and without qualification agrees to assume, and does assume, sole responsibility for all risks, known or unknown, associated with or attributable to the participation in internship.



## 6.0 Evaluation of Student Progress and Grading

Each Field Seminar class (MSW 540, MSW 541, MSW 542, and MSW 543) are graded on a Credit/No Credit scale. The grading scale is conducive to allowing the student to challenge their professional growth and progress. Students are expected to make some blunders in the field and learn and grow through this learning experience.

The standard for earning a grade of Credit for the Field Seminar (includes the field placement as the "lab") is outlined in the course syllabi and reprinted here:

The grade will be based on the student's performance on the planned assignments. Specific determination of grades rests with the faculty field seminar course instructor, in consultation with the Agency Field Instructor, and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the fieldwork class seminars.
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar.
3. Quality of the student's performance as reflected in the written evaluations and at field visits with Field Instructor and Field Faculty
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.
5. Completion of 8 process recordings each semester
6. Completion of the required field hours for each semester
7. Professional presentation of the Learning Portfolio with the nine competencies each semester
8. Demonstrates Professional behavior with clients, peers, faculty, and other professionals
9. Submission of Comprehensive Skills Evaluation from the Agency Field Instructor with performance scores that indicate student learning. The student's performance and skill level will be evaluated and assigned a rating:
  - 0 = Intern has not yet met the expectations in this area, and there is not much evidence that the expectations will be met in the near future
  - 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
  - 2 = Intern understands the concept and is beginning to demonstrate the skill in this area; however, intern's performance is uneven
  - 3 = Intern understands the concept and has consistently met the expectations in this area
  - 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The field seminars and field placement are performance-based courses, and students will be evaluated according to *demonstrated learning* of the CSWE nine competencies. The rubric for grades, based on internalization and demonstration of the nine competencies, is as follows:

1. A grade of "CR" reflects the student who is performing as expected for the Generalist Practice year (Level 1 and 2) or Advanced Practice year (Level 3 and 4). There is a normal

process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the Field Instructor and Field Faculty into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will regularly attend and actively participate in the Field Seminar.

2. A grade of "NC" reflects the student who is not performing within the level of expectation for the Generalist Practice year (Level 1 and 2) or Advanced Practice year (Level 3 and 4). Examples would include the student whose performance in the field agency does not meet the expectations of the master's level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. No field hours will be credited to the student with a No Credit. This student will not be allowed to progress to the next field sequence, may be allowed to repeat the course in the next academic year, and/or may be referred for a Student Status Review (see Student Handbook and Field Manual).

Students who have received a "No Credit" in any field seminar will not be enrolled in the next sequence field course. For example, if a student receives a "no credit" in MSW 540, the student will not be enrolled in MSW 541 and will be required to repeat MSW 540 prior to enrolling in MSW 541. The student will be required to repeat the "No Credit" course, which will be offered the following academic year, provided the student is in good academic and ethical standing to practice. No field hours will be credited to the student with a No Credit. The student who is not in good academic standing or possibly not ethically able to practice will be referred to the Student Status Review Committee to determine the most appropriate course of action, including the student's fitness for the profession.

## **7.0 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 and/or Field Faculty so difficulties are identified early, and a plan of action can be initiated.

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

A student correction plan or dismissal from a field placement may occur for the following reasons:

- Repeated tardiness at the agency setting and/or tardiness without notification.
- Repeated absences from the agency setting and/or absence without notification.

- Repeated change in scheduled hours without approval.
- Field Instructors are concerned over attitudinal, behavioral, or ethical considerations that bring into question the student's fitness for the profession of social work. This involves maintaining social functioning that allows for effective participation in the academic and practicum requirements of the program. Social functioning refers to the student's ability to cope with the demands generated by their interaction with their environment.
- Impairment in social functioning and/or occupational functioning may be exhibited by a single discrete episode that clearly violates the University's expectations for student conduct or the NASW Code of Ethics, state regulations defining professional misconduct, or by a pattern of recurring behavior which may include, but not limited to the following:
  - a. Consistently unable or unwilling to carry out departmental or practicum responsibilities.
  - b. Exhibits provocative behavior such that the behavior alienates the student from others, disrupts class or meetings or the flow of work in the practicum agency or results in repeated complaints from the Field Instructor, students, faculty, or others in the academic or practicum environment or related agencies.
  - c. Frequent misinterpretation or misrepresentation of others' communications or behaviors.
  - d. Displays erratic, disorganized, incoherent, or unpredictable behavior.
  - e. Lacks insight or is unable to perceive the negative consequences of own behavior.
  - f. Is disoriented to person, place, or time, such that the school or practicum responsibilities cannot be carried out.
  - g. Displays intoxication or impairment at the University or practicum agency due to abuse of alcohol, psychoactive substances or misuse of prescription medications.
  - h. Displays behavior that results in a consensus among faculty and/or field practicum personnel that the student would present a clear threat to others upon entering the professional Field of social work practice.
  - i. Commits an act that violates state or federal law and compromises the student's fitness for the social work profession.
  - j. Engages in unprofessional or inappropriate behaviors within the field, classroom, community, or electronic/social media settings that intentionally or unintentionally put clients at risk or violate client's rights as specified by the NASW Code of Ethics and/or field agency policies.

For more information, please refer to the Student Status Review section in the Program Student Handbook.



## Department of Social Work

### Learning Plan Agreement

#### Learning Agreement Outline (To be completed at the beginning of the Academic Year)

<b>I. Identifying Information</b>
Student Name:
Student Email:
Student Phone:
Faculty Field:
Faculty Email:
Faculty Phone:
Agency Name:
Agency Address:
Field Instructor:
Field Instructor Email:
Field Instructor Phone:

<b>II. The Agency and the Community</b>
<b>(Agency)</b>
A. Describe the Agency's mission
B. Describe the organizational structure:
C. List the services provided to community:
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:
<b>(Community)</b>
E. Describe the geographic location of your agency:
F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):
G. Describe the community's need for resources (in addition to what the agency provides):
H. Describe the community's perception of the Agency:
I. List other agencies to which referrals are made:
J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

<b>III. General Time Management</b>
A. List the days and hours in field placement:
B. List the day and time that process recordings are due:
C. List the day, time, and length of individual field instruction:
D. List day and time of group supervision conference, if applicable:
E. List the name(s) of preceptor(s) and/or contact person in field instructor's absence:
F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

**IV. Field Education Assignments (check those that the student will be exposed during field placement)**

A. Check all direct practice field education assignments:

☐ Adults   ☐ Individuals   ☐ Information and Referral   ☐ Discharge Planning   ☐ Diagnostic Assessment  
☐ Families   ☐ Advocacy   ☐ Treatment Planning   ☐ Older Adults   ☐ Crisis Intervention  
☐ Children   ☐ Groups   ☐ Community Networking Linkages   ☐ Inter/Multidisciplinary Team Meetings  
☐ Short Term Intervention   ☐ Adolescents   ☐ Couples   ☐ Case Management   ☐ Psychosocial Assessment   ☐ Long Term Intervention   ☐ Other:

B. Check all macro practice field education assignments

☐ Task Forces   ☐ Quality Assurance   ☐ Inter/Multidisciplinary Team Meetings   ☐ Fiscal Budgetary Issues   ☐ Committee Assignments   ☐ Grant Writing   ☐ Agency Staff Meetings   ☐ Community Networking Linkages   ☐ Program Development   ☐ Consultation   ☐ Macro Project:  
☐ Program Evaluation   ☐ Case Conferences   ☐ Other:

C. Check other learning experiences:

☐ Seminars, In-Service Training, Conferences   ☐ Other:

**V. Self-Awareness Assessment**

A. In terms of "self-awareness", what do you know about yourself and your interactions with others/your emotions/etc. that will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?

**VI. Student's Expectations for Supervision in Field Instruction**

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in the supervision process:

C. Describe your expectations of your Field Instructor:

D. Describe your expectations of your Preceptor (if applicable):

**VII. Field Instructor Teaching Plan (to be written by the Field Instructor)**

A. Detail your expectations of your student in supervision:

B. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

C. Describe your plan for the use of a preceptor with your student (if applicable). Include the role of the preceptor and your plan to monitor and evaluate this experience.

## **Orientation Checklist**

### **Agency Overview**

- \_\_\_\_\_ Review agency vision and mission/purpose statement
- \_\_\_\_\_ Tour of Agency
- \_\_\_\_\_ Introductions to colleagues, support staff, and administration
- \_\_\_\_\_ Review organizational structure
- \_\_\_\_\_ Review the role of the agency in relation to the community and its resources
- \_\_\_\_\_ Review security and/or safety procedures and protocol

### **Agency Policies and Protocols**

- \_\_\_\_\_ Review office procedures, supplies, and provisions
- \_\_\_\_\_ Review telephone and communication/computer utilization
- \_\_\_\_\_ Review intake/admissions/eligibility policy and procedures
- \_\_\_\_\_ Review internal communication
- \_\_\_\_\_ Review parking details
- \_\_\_\_\_ Review mileage policy
- \_\_\_\_\_ Review Agency, department, and/or unit meeting schedule
- \_\_\_\_\_ Review client record/charting, policies and procedures
- \_\_\_\_\_ Review forms for documentation/accountability
- \_\_\_\_\_ Review regulations regarding confidentiality, release of information, etc.
- \_\_\_\_\_ Review client fees/payment schedule
- \_\_\_\_\_ Review client emergency protocol
- \_\_\_\_\_ Review child or elder abuse reporting protocol
- \_\_\_\_\_ Review work schedule, including lunch and breaks
- \_\_\_\_\_ Review information/referral policy
- \_\_\_\_\_ Review agency policy regarding harassment
- \_\_\_\_\_ Review agency policy regarding discrimination
- \_\_\_\_\_ Review agency policy regarding the *Americans with Disabilities Act*
- \_\_\_\_\_ Review agency policy regarding OSHA

\_\_\_\_\_ Review agency policy regarding HIPAA

### Field Instructor/Student Responsibilities

\_\_\_\_\_ Review expectations for supervision and schedule

\_\_\_\_\_ Review educationally based recording schedule

\_\_\_\_\_ Review use of preceptor (if applicable)

\_\_\_\_\_ Review plan for diversity/multi-cultural experiences

\_\_\_\_\_ Review plan for monitoring of student hours (by both field instructor and student)

\_\_\_\_\_ Review agency training or staff development opportunities

\_\_\_\_\_ Review student's personal safety issues and concerns and strategies to deal with them

Signatures:

\_\_\_\_\_

Field Instructor

\_\_\_\_\_

Date

\_\_\_\_\_

Student

\_\_\_\_\_

Date

## CSUF MSW Field Placement Visit Interview

<b>Intern Name:</b>		<b>Date:</b>
<b>Field Agency:</b>		
<b>Instructor:</b>		<b>Preceptor/Mentor:</b>

**Intern:** Please discuss how you are growing, learning and developing with the CSE nine competencies?


**Field Instructor:** How is the intern growing, learning and developing with the CSE nine competencies?


**Intern:** Discuss strengths you demonstrate in the field with clients, documentation and in supervision.


**Field Instructor:** Please discuss the strengths the intern utilizes and demonstrates during internship.


**Intern & Field Instructor:** Please discuss how the process recordings have facilitated the learning process in supervision. At this time how many process recordings have been completed? ☐


**Intern:** Please discuss the macro project and the progress for completing the project by May 1, 2021?




**Intern & Field Instructor:** Please discuss your areas for growth and development for the future:


\*Explore what opportunities are needed/Explore what areas are needed to increase clinical skills & mastery ☐



Department of Social Work  
Field Education Calendar 2024-2025

Week	Activity	Notes
June – July	Field Placement Coordination Continued	Campus Holiday June 19 – Juneteenth Campus Holiday July 4 – Independence Day
August 20 & 22	Field Readiness Training (1st Year Field Only)	Mandatory Orientation August 20 <sup>th</sup> Time: 9 am- 1 pm  Location: CSUF Campus TSU Pavilion A August 22 – Asynchronous Online Training
August 23	MSW Program Orientation (Incoming Students Only)	9:00 AM Location TBD
August 24	Classes begin	
August 27 & 29	Field Readiness Training (1st Year Field Only)	Asynchronous Online Training
September 3 – 6	All students report to Field Placement Agencies 16-20 hours field placement	Campus Holiday September 2 – Labor Day
September 9 – 13	16-20 hours field placement *Holiday Policy: If the agency is open, students must attend field	
September 16 – 20	16-20 hours field placement	
September 23 – 27	16-20 hours field placement	
September 30 – October 4	16-20 hours field placement	
October 7 – 11	16-20 hours field placement	
October 14 – 18	16-20 hours field placement	
October 21 – 25	16-20 hours field placement	
October 28 – November 1	16-20 hours field placement	
November 4 – 8	16-20 hours field placement	
November 11 – 15	16-20 hours field placement *Holiday Policy: If the agency is open, students must attend field	Campus Holiday – November 11 – Veterans Day
November 18 – 22	16-20 hours field placement	
November 25 – 29	16-20 hours field placement *Holiday Policy: If the agency is open, students must attend field	Fall Recess November 26 – December 1 CAMPUS OPEN 11/26 – 27 CAMPUS CLOSED 11/28 – 12/1
December 1 – 6	16-20 hours field placement	
December 8 – 13	16-20 hours field placement	Last week of classes
December 14 - 20	16-20 hours field placement	Finals Week DUE: Comp. Skills Eval., minimum 250 field hours completed, and Process Recording Log
December 22 – 27	Field hours based on agency & client need	
December 29 – January 3	Field hours based on agency & client need	Winter Recess – December 25 – Jan 1 Campus Holiday – Jan 1 (New Year's Day) Spring Field Hours Begin January 2

January 6 – 10	16-20 hours field placement	
January 13 – 17	16-20 hours field placement	
January 20 – 24	16-20 hours field placement *Holiday Policy: If the agency is open, students must attend field	First week of classes Campus Holiday- January 15 – Martin Luther King Jr. Day
January 27 – 31	16-20 hours field placement	
February 3 – 7	16-20 hours field placement	
February 10 – 14	16-20 hours field placement	
February 17 – 21	16-20 hours field placement	
February 24 – 28	16-20 hours field placement *Holiday Policy: If the agency is open, students must attend field	Campus Holiday – February 14 – Presidents' Day
March 3 – 7	16-20 hours field placement	
March 10 – 14	16-20 hours field placement	
March 17 – 21	16-20 hours field placement	
March 24 – 28	16-20 hours field placement	
March 31 – April 4	16-20 hours field placement	Spring Recess March 31 – April 6 CAMPUS OPEN EXCEPT March 31 Campus Holiday – March 31 – Cesar Chavez Day – CAMPUS CLOSED
April 7 – 11	Field hours based on agency & client need	Classes Resume
April 14 – 18	16-20 hours field placement	
April 21 – 25	16-20 hours field placement	
April 27 – May 2	16-20 hours field placement	
May 5 – 9	16-20 hours field placement	DUE: Comp. Skills Eval., minimum 275 field hours completed, and Process Recording Log
May 12 – 16	Finals Week	
May 19 – 23		
May 26 – 30	Field Placement Coordination	Campus Holiday – May 27 – Memorial Day

Field Calendar subject to change.

1st year field students provide a minimum of 16 hours per week of service.

2nd year field students provide 16-24 hours per week of service depending on agency requirements (most agencies require 20 hrs/ week).

Students **MUST** make up any absence; see field manual for absence procedures.

\*Holiday Policy: If the agency is open, students must attend field. If the agency is closed on a day that is not accounted for on this field calendar the student needs to complete the required hours on another day.

Community Field Instructors: Please contact the Faculty Field Liaison for your student(s) with any concerns, questions, or clarifications. The Social Work office general number is 657-278-8452 M-F, 8am – 5pm.