# SDSU School of Social Work ~ Field Education Manual 2015-2016

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# Field Education Faculty

<table>
<thead>
<tr>
<th>Name</th>
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<th>Office</th>
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<td>HH-108</td>
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</table>
### 2015 Fall Semester
Classes / Field held: Monday, August 24th – Thursday, December 10th, 2015

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Thurs. – Aug. 6</td>
<td>New Field Instructor’s Training #1. 1:00pm to 4:00pm 3 CEU’s offered. “Introduction &amp; Overview of Field Instruction &amp; SDSU Field Program” Required for new Field Instructors. Health Services Complex, 3851 Rosecrans St. San Diego, CA 92110 (Coronado Room)</td>
</tr>
<tr>
<td>Week of Monday Aug. 25</td>
<td>New Field Instructors begin on line “Field Instructor Training Modules” Training Modules” Training &amp; Quizzes embedded in Field Instructor’s IPT account. On Line Training modules must be completed by December 10th, 2015</td>
</tr>
<tr>
<td>Fri. – Aug. 14</td>
<td>Annual Field Instructors Meeting – required for all Field Instructors assigned students Fall 2015. 3 CEU’s, 8:30am to 12:30pm. (Program begins at 9:00am) Montezuma Hall, SDSU Campus. Critical Thinking for Field Education in the Digital Age. Working with Millennial Generation Interns. Guest speaker, Dr. Jean Twenge, SDSU Professor, author of “Generation Me.” Plus Updates from School of Social Work and Field Department.</td>
</tr>
<tr>
<td>Tues. – Aug. 18</td>
<td>General Orientation for incoming MSW Students and Field Practicum Orientation. General School of Social Work Orientation 8:30am to 12:00. Field Practicum Orientation 1:00pm to 4:00pm for 2 year students &amp; 3 year students starting field SW 650 Fall 2015. On Campus – Room TBA</td>
</tr>
<tr>
<td>Mon. – Aug. 24</td>
<td>First Day of Field &amp; Classes for Fall 2015 Semester</td>
</tr>
<tr>
<td>Aug. 25 – Sept. 5</td>
<td>Syllabi Discussion with Field Instructor (student to provide copy of syllabus to FI) Students will review field course and practice course syllabi with Field Instructor.</td>
</tr>
<tr>
<td>Mon. - Sept. 7</td>
<td>Labor Day – Campus closed. No Field or classes</td>
</tr>
<tr>
<td>Mon. - Sept. 8</td>
<td>SW 650 Students begin 16 hrs. per week in field practicum. (First 2 weeks, in field 10 hrs a week only)</td>
</tr>
<tr>
<td>Sept. 8 – Sept. 25</td>
<td>All Field Students begin receiving initial caseload and/or project assignments within the first 2-4 weeks of Fall Semester, following orientation and training at internship.</td>
</tr>
<tr>
<td>Oct. 1 – Dec. 25</td>
<td>Agency Site Visits scheduled: Field Faculty-Field Instructor-Student Meeting to discuss student’s progress and learning experience. Meeting held at agency site.</td>
</tr>
<tr>
<td>Wed. - Sept. 23</td>
<td>2015 New Field Instructor Course, Seminar #2 “Learning, Assessment, Evaluation and Successful Supervision in Field Instruction.” (Required for NEW Field Instructors) 2:00pm-4:00pm; Health Services Complex, 3851 Rosecrans St. 2 CEU’s (San Diego Room)</td>
</tr>
<tr>
<td>Mon. Oct. 12</td>
<td>Columbus Day – Campus Open. Field and Classes held</td>
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<tr>
<td>Oct. 12-16</td>
<td>Confirm with Field Faculty for specific date due depending on field seminar day</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>2015-2016 Student Learning Plan &amp; Student Orientation Checklists should be completed via IPT</td>
</tr>
<tr>
<td>Wed. Oct. 28</td>
<td>2015 New Field Instructor Course, Seminar #3 “Trauma Informed Field Instruction”(Required for NEW Field Instructors) 2:00pm-4:00pm; Health Services Complex, 3851 Rosecrans St. 2 CEU’s (San Diego Room)</td>
</tr>
<tr>
<td>Wed. – Nov. 11</td>
<td>Veteran’s Day Observed – Campus closed. No field or classes</td>
</tr>
<tr>
<td>Week of Nov 16</td>
<td>Practicum Evaluation Process between FI and student begins. Field Instructors begin review &amp; grading of Comprehensive Skills Evaluation via IPT. Students begin Self Evaluation</td>
</tr>
<tr>
<td>Thurs/Fri Nov 26-27</td>
<td>Thanksgiving Holiday – Campus closed. No field or classes</td>
</tr>
<tr>
<td>Thurs - Dec. 10</td>
<td>ALL Field Evaluations must be completed by Field Instructor via IPT. Field Instructors document completion of field hours, process recordings. Student completes self-evaluation paper</td>
</tr>
<tr>
<td>Thurs. – Dec. 10</td>
<td>Last day of classes and field for Fall semester</td>
</tr>
<tr>
<td>Thurs. – Dec. 10</td>
<td>All new field instructors &amp; task supervisors should have completed on line field instructor training modules by this date or over Winter Break at latest.</td>
</tr>
<tr>
<td>Dec. 11-17</td>
<td>Finals week – no class or field (unless specific arrangements made with field instructor and field faculty)</td>
</tr>
</tbody>
</table>
**2016 Spring Semester**

Dates will be added to calendar as they are confirmed.

The dates below are known.

**Classes / Field held: Wednesday, January 20 – Thursday, May 5, 2016**

### Spring 2016 Semester University Dates

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
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<tbody>
<tr>
<td>Fri. – Jan. 1st</td>
<td>New Year’s Day Observed - CAMPUS CLOSED</td>
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<tr>
<td>Mon. – Jan. 18th</td>
<td>Martin Luther King Jr. Day (Campus closed)</td>
</tr>
<tr>
<td>Wed. – Jan. 20th</td>
<td>First day of Field &amp; Classes</td>
</tr>
<tr>
<td>Fri. – Jan. 22nd</td>
<td>2nd Year Field Placement Planning Meeting – for current SW 650 Students – Information Meeting about 2nd Year Field Practicum Selection Process – location TBA Graduates – 9:00am to 11:00am Undergraduate – 12:00noon to 2:00pm, Field Experience Orientation Meeting for future SW 489</td>
</tr>
<tr>
<td>Fri. – Jan. 30th</td>
<td>AGENCY FAIR – Montezuma Hall, SDSU Campus, 9:00am to 12noon (students) Set up time for agencies 8:30am for future 2nd year field practicum students and future Undergraduate BSW Seniors, to explore Advanced Year Field Practicum Agency, Gerontology undergrads also welcome to attend. Held jointly with USC &amp; CSU San Marcos. SDSU Agencies MUST RSVP to ensure a table. Space is limited</td>
</tr>
<tr>
<td>Mon. – Feb 8th</td>
<td>Future 2nd year field application due via IPT</td>
</tr>
<tr>
<td>@ Feb. 16 – Apr. 1st</td>
<td>Advanced year students referrals, interviews, confirmations for Fall 2016</td>
</tr>
<tr>
<td>Thurs. Feb. 11 (to be confirmed)</td>
<td>Placement Planning Meeting for 3 and 4year students planning for first year field placement in Fall 2016. 3:00 to 3:55 pm. Field policies, application process, due dates reviewed. Room TBA on campus.</td>
</tr>
<tr>
<td>@ Feb. 24 – May 1st</td>
<td>3 &amp; 4 year students referrals, interviews for Foundation field placements Fall 2016</td>
</tr>
<tr>
<td>Feb. – Date to be confirmed</td>
<td>Optional ALL - New and Experienced Field Instructor Training – Make Up &quot;live&quot; Training for New Field Instructors</td>
</tr>
<tr>
<td>Mon, Mar. 28th to Friday Apr. 1st</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Thurs. - Mar 31st</td>
<td>Cesar Chavez Day (campus closed)</td>
</tr>
<tr>
<td>Apr. 5 to Jul 30</td>
<td>In-Coming 2 year students referrals, interviews &amp; confirmations for SW 650 Foundation field placements</td>
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<tr>
<td>Apr. (date TBA)</td>
<td>Lobby Days. Sacramento</td>
</tr>
<tr>
<td>Mon. – Apr 4th (date to be confirmed)</td>
<td>Comprehensive Exam for Final Year Students</td>
</tr>
<tr>
<td>Week of May 4th (date to be confirmed)</td>
<td>Field Instructor’s Appreciation Lunch 11:30am to 1:30 pm Mission Trails Park. Presentation, networking &amp; lunch.</td>
</tr>
<tr>
<td>Thurs. - May 5th</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 13-15</td>
<td>Commencement Days</td>
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*Please check back frequently. SDSU Field Education Calendar will be updated as dates are revised and/or added. Refer to respective Field Course Syllabus for other specific assignment due dates.*
1. SDSU Campus Open

When an agency is closed for a holiday and SDSU Campus is open for this holiday, e.g. Columbus Day, President’s Day, etc. and the student has scheduled internship hours on the day the agency is closed, the student is responsible for making-up those hours (sometime during the semester) to meet the required curriculum hours in the field education course.

2. SDSU Campus Closed

When SDSU campus is closed, the student shall not conduct internship hours on that day (even if the Agency is open), e.g. Veteran's Day, Friday after Thanksgiving Holiday. Xmas break Dec 22-25. If the student has scheduled internship hours on that day, the student is responsible for making-up those hours to meet the required curriculum hours in the field education practicum course. **Students who are in field practicum during Winter Recess) do so on a voluntary basis.** Student's hours volunteered during this time frame cannot be applied towards required field practicum course hours. We request that students be given a minimum of two consecutive weeks off, during winter break. If students do volunteer their time for continuity of client care during the academic break, a modified schedule is usually worked out with their field instructor, versus the full 16 or 20 hours. Students may not be in field agency when campus is closed during winter break, December 22\textsuperscript{th} to December 25\textsuperscript{th}, 2015. Students are covered by the university’s liability insurance during academic break.

I. INTRODUCTION

Field education is an essential element of the curriculum in the School of Social Work at San Diego State University. It is the field practicum learning experience that allows the student to integrate classroom theory and knowledge and practice skills in developing professional competence and identity. This application includes social work theory in real-life practice situations, skill building, and upholding professional standards of social work ethics and values, under the professional supervision of qualified social workers in their role of field instructors.

Over the years, San Diego State University’s School of Social Work and San Diego/ Imperial County community agencies have developed strong ties and worked in close collaboration for our Baccalaureate and Master’s Programs. In our field education programs unique partnerships have been formed with hundreds of outstanding social service agencies and programs. The field practicum agencies, in conjunction with the school curriculum, have provided our MSW and BASW program students with quality field placements in a broad array of agencies, including public, non-profit, multi-disciplinary, inpatient/outpatient settings including psychiatric settings, child welfare agencies, hospitals, family service agencies, hospices, community mental health, substance abuse, law enforcement, senior care settings, schools, community care clinics, etc. The School strives to place students in field practicum sites, which offer diversity in both the communities and populations served and in the structure of the agencies themselves.

The result of this joint endeavor between the School and field practicum agency provides learning opportunities in training students to acquire the professional ethics, attitudes, knowledge and skill set which defines our profession of social work. The goal of providing the best learning/teaching opportunity for the students is priority. This is achieved when mutual regard exists for the integrity of each partner to the Service Learning Agreement (refer to
Appendices Section), based on clear definitions of the respective roles and the responsibilities of the School, the agency, and the student as a learner.

The field education curriculums for the baccalaureate and master’s programs are specifically outlined in the following sections. Similar functions, policies and procedures applying to both programs, e.g. selections of agencies, selection of field instructors, field instructor training, etc., are profiled in later sections of this field education manual.

II. INTRODUCING INTERNSHIP PLACEMENT TRACKING (IPT)

INTERNSHIP PLACEMENT TRACKING IPT WAS ADOPTED BY SDSU SCHOOL OF SOCIAL WORK FIELD EDUCATION DEPARTMENT IN 2012-13

The Intern Placement Tracking (IPT) system is a web-based practicum monitoring system designed to keep track of students placed in internship programs with various agencies. The SDSU School of Social Work implemented IPT in order to more effectively track student placements while providing students a valuable tool allowing them to research prospective field agencies for their second year placement. IPT also provides a paperless solution for tracking and archiving online field forms. All forms will be completed and submitted electronically. The IPT system allows both SDSU and field agencies to communicate with students working in practicum. Because of this, it is essential for students & field instructors to keep all information current. Please become familiar with this system and contact Field Administration Support at swfield@mail.sdsu.edu (or your assigned field faculty with any questions).

GETTING STARTED WITH IPT.

IPT can be accessed at www.runipt.com Please bookmark this page for easy reference.

There are three fields required for login: Organization ID, user name, password. All information entered in these fields is upper/lower case sensitive. The Organization ID for anyone using the SDSU IPT system is: sdsu. The School of Social Work will supply all students with a unique default user name & password when you are going into your first year of field placement. Three and four year students do not need to log in to IPT for their first year of study, when they are not in field practicum. If you did not receive this information please contact your field faculty or Field Administration Support at swfield@mail.sdsu.edu

When you first log in to IPT using your default user name & password, you are required to set a new user name and password. Your user name and password may be anything you like, just make sure to write down the information for future reference. You may use your Red ID or the same log in information as Web Portal, but be aware that the two systems are not connected. Please remember that user name and password are case sensitive. Once you have done this you will be directed to the IPT home page.

The full tutorial on how to use IPT is located on the school of social work web site http://socialwork.sdsu.edu/field/

There is an IPT tutorial for Students and a separate tutorial for field instructors.

http://socialwork.sdsu.edu/field/instructor-resources/ipt-tutorial/
III. THE BACCALAUREATE FIELD EDUCATION PROGRAM

Mission and Goals of the Baccalaureate Program
The mission of the San Diego State University School of Social Work Baccalaureate Program is to prepare generalist practitioners for responsible, competent, entry-level evidence based social work practice and provide the required base for advanced social work education.

Consistent with the Mission of the School, the Baccalaureate Program of the School of Social Work prepares generalist practitioners for responsible, competent, entry-level social work practice with diverse populations in the Southern California area, in public and nonprofit social service agencies. It also provides the necessary foundation for advanced social work education. The goals of the Baccalaureate Program are to prepare graduates who:

1. function effectively as entry-level professionals in beginning social work practice with client systems of various sizes and types.
2. demonstrate sensitivity to the diverse racial, ethnic, and cultural mix of the Southern California border region and are able to work effectively in a variety of roles in a range of agencies to meet the needs of the region’s varied communities.
3. understand and use social work values and ethics throughout their professional practice.
4. can identify, evaluate and apply existing research evidence to guide their practice decision-making.
5. understand the contexts and purposes of social work practice, the changing nature of those contexts, and the nature and the dynamics of organizational behavior.
6. are committed to lifelong professional growth and learning.

Program Objectives of the Baccalaureate Program
The goals of the Baccalaureate Program are to prepare entry-level social work practitioners who are able to make evidence based decisions for multiple levels of intervention, work with diverse and at-risk populations, promote social and economic justice, function effectively in public and nonprofit social service agencies in the border region of Southern California, and demonstrate commitment to lifelong learning. The achievement of BSW Program mission and goals is operationalized through an educational program with the following objectives.

The BASW program will prepare graduates who:

1. perform effectively in entry-level social work practice, using a liberal arts perspective, critical thinking skills and a generalist practice with an evidence guided focus.
2. use the generalist practice model in direct services with client systems of all sizes.
3. understand the biopsychosocial factors that affect human growth and development, and use theoretical frameworks to understand the person-in-environment as well as the interactions between individuals and their social systems.
4. demonstrate awareness of and sensitivity to oppression and discrimination, particularly within the context of professional practice with diverse populations in the Southern California border region.
5. practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
6. intervene in agencies, neighborhoods, and communities to advance social and economic justice.
7. identify evidence of effective practice; evaluate the findings and the application of such evidence to their own work.
8. understand history of social work, its uniqueness, and the current state of the profession.
9. analyze social policies and their impacts, and develop strategies to implement positive change.
10. recognize and address ethical dilemmas in accordance with social work values and the NASW Code of Ethics and utilize these values and ethics in their own practice.
11. communicate effectively, using written, oral, and nonverbal skills.
12. value and use supervision in an appropriate manner.
13. function effectively as professionals within the structure of an organization and service delivery system and are able to seek organizational change when necessary.

Requirements and Curriculum Design
The baccalaureate social work courses educate students to work with individuals, families, groups, organizations, and communities. To prepare students for generalist social work practice, they are exposed to content on social work values and ethics, diversity, social justice, populations-at-risk, human behavior and development within various settings, current social welfare policies, social work practice methods, research and the use of evidence-based practice, and field instruction. Students learn and apply this content beginning in the lower division level and continuing in the upper division level and field practicum in the senior year.

For integration in the baccalaureate social work program, the senior year of the major is focused on enhancing students’ social work skills through more advanced courses in social work practice, research, and the application of these skills in the field within an agency setting. Students take two social work practice courses concurrent with the two-semester field experience and field experience seminars. The first course provides focuses on intervention, evaluation, and follow-up with individuals, families and groups, with specific focus on crisis intervention, case management, and group work as necessary social work skills. The second course addresses generalist practice interventions and evaluation in neighborhoods and communities, with an emphasis on community organizing. Evidence-based practice is covered in all courses and vertical integration is achieved through a literature review assignment regarding the student’s field population and a written grant proposal. The Field Experience Seminar content and assignments further the vertical integration through coverage of generalist practice with integration of all course content and concurrent field experiences.

Student Eligibility for Enrollment in Field Experience
In order to qualify for Undergraduate Field Experience, students must meet the following requirements by the end of the Spring semester prior to their enrolling in the SW489A course for the Fall Semester each year. If the undergraduate student cannot meet these requirements by the end of spring semester the student should not file the Undergraduate Field Application since the student is not eligible for the course. Summer session cannot be used to meet eligibility criteria:

1. Must have Senior status class level 4 (at least 90 earned units)
2. Must have major status (Major code 558201)
3. Must have completed and passed the 18 units of 300 level social work courses (350 / 360 / 361 / 370 / 381 / 382).
4. Must have a major GPA of 2.4 or higher (includes all upper division social work courses taken—I, SP or U grades will be counted as an “F” in the GPA calculation)
5. Must have obtained a grade of “C” or better in SW 381 and SW 382 (or students must retake courses to meet these criteria)
6. Must have a minimum SDSU campus overall 2.0 GPA and be in good academic standing (cannot be on probation or disqualified) at the University
Over Enrollment
If the above eligibility criteria results in a larger pool of students available than Field Education resources can accommodate, the School of Social Work will use the Limit of Enrollment policy and rank each student. SDSU campus GPA (not overall GPA which includes transfer units) will be used. Students who have entered SDSU for the first time in spring term and have no SDSU GPA will automatically be placed on the waiting list.

At the end of spring term, students’ GPA will be reviewed relative to available field resources. The rankings will be used to determine the number of students permitted into available field placements. Students who meet all eligibility criteria but are ranked below the actual number of available resources will be considered as priority students. This means they will automatically be placed first in the next round of placements (one year later) as long as they remain in good academic standing with the University and still meet the eligibility criteria set forth above. Students must re-apply for field and must attend the Field Experience Information Meeting in the Spring term (January/February).

It is the student’s responsibility to meet all required Field Placement Process deadlines. Late applications will not be accepted and the student will need to reapply for field in the next academic school year. During the spring semester all student applications are verified to determine if the student has completed all courses and grades as indicated above. Spring grades are not calculated in the rankings but only verified after spring semester that eligibility requirements are still in effect. If students have not met the eligibility criteria at that time they are notified that they are ineligible. Ineligibility requires the student to wait one full academic year in order to reapply for Field Education Experience. The student must correct the deficiency during the upcoming academic year and begin the placement process again in the spring semester with attendance at the Field Experience Information Meeting.

It should be pointed out that students deemed ineligible at this time are not considered as priority students in the next placement process. They are put back into the general applicant pool and must compete with new applicants applying for field in the next round of placements using criteria established at that time. Once verified, students must go through the actual placement process (see below) and meet the criteria established. These are described in the SW 489 Field Experience Application and discussed with students at the Field Experience Information Meeting held in spring. If students do not meet these placement criteria they will be ineligible and must re-apply after correcting whatever criteria has not been met.

Baccalaureate Field Placement Process
The Director of Undergraduate Field Education implements and facilitates the process in all field practicum assignments for the undergraduate social work majors, beginning in the Spring semester of their junior year. Assignments are made during the Spring semester prior to the beginning of the academic year. The process begins with a field orientation (February) to the undergraduate field placement experience and attendance at the annual agency fair. Undergraduate students, majoring in Social Work, must meet all eligibility requirements, described earlier, by the end of the Spring Semester before entering field.

The student then obtains an information-application packet that includes an overview of the field program and field placement process. The information contained in the Undergraduate Field Application (refer to School website) is reviewed and utilized to make the referral for the selected field placement. Students have an opportunity to specify their background and experience, their areas of interest, and specific needs such as academic accommodations,
geographic preference, etc. Placement decisions are guided by the following considerations: the generic goals of field instruction; the expressed interest and career goals of the particular student; the expressed needs and interests of the agency/field instructor; prior work and life experiences that the student offers; geographic location preference; and the special needs and characteristics of the student.

The field application is reviewed with the field instructor. Students are then referred for an interview. Agencies confirm acceptance with the referring field faculty and the student is contacted regarding his/her assigned field placement. If the student is denied acceptance by the agency, the field faculty will provide feedback to the student and discuss interview strategies. Students are then sent on subsequent interviews. Failing to pass the third interview will result in disqualification from the field placement process. Final confirmations of students entering the field practicum are made in June, upon review of their grades, and additional agency screenings and clearances.

The Field Placement Process takes place within the Schools designated time frame, with students meeting the required deadlines for course eligibility. All field students are required to meet timelines for submitting the application as detailed in the BASW Application packet. Failure to follow these policies will result in the student not being eligible for the field practicum, delay in the field placement for up to two years, and/or disqualification from the BASW program.

**Concurrent Field Education**

The undergraduate field education curriculum begins only in the Fall semester and continues to the Spring semester for one academic year. During their senior undergraduate year, Field Education Faculty will assign students to their field experience placement. Ideally, the field placement provides students the opportunity to work in settings and with populations or social problems that differ from previous work or volunteer experiences. To foster the integration process, all students in field placement must be concurrently enrolled in, and must satisfactorily complete the appropriate practice classes (SW 483). Students must have a “C” or better in SW 483A to continue with 483B and will be unable to continue in Field Experience if deemed ineligible for SW 483B.

**Baccalaureate Field Education Structure**

The Undergraduate Field Education program consists of 16 hours per week (240 hours per semester) for a total of 480 hours in the academic year and 4 units each semester, for a total of 8 credit units of field experience. SW 489A and SW 489B are graded on a credit/no credit or incomplete basis, and students must enroll in SW 483A and SW 483B concurrently with SW 489A and SW 489B. Students must have a grade of “C” or better in SW 483A to be eligible for SW 483B.

The students’ hours for internship are usually scheduled over several days, in collaboration with the field instructor and the agency. Field Experience hours must coincide with regular agency hours. Weeknights and/or weekend field placement hours are not usually available, although they are allowed provided there is appropriate learning experiences, field instructor supervision at the agency, and the time is approved by field education faculty and course instructor.

As part of the Field Experience course, students attend the two-hour Field Experience Orientation Seminar the first week of the fall semester, and seven 2-hour Field Experience Seminars, meeting every other week. In the spring semester, students attend eight 2-hour Field Experience Seminars which meet every other week.

Each student in field placement is assigned a Field Education Faculty member who serves as a link between the School and the field placement agency. The Field Education Faculty assists the
students with professional advising, problem-solving, support, mediation, consultation, and advocacy on a range of learning issues and needs. Please be aware that the field faculty does not provide academic advising which is provided by the undergraduate advisor.

Course Requirements
The following SW 489 field experience assignments consist of:

1. **Supervision**: Beginning the first week of the field experience course, weekly individualized, formalized, face-to-face, one-hour (minimum) supervision will be held. Supervision is to be held each week by the student’s assigned field instructor. Failure to hold supervision by the field instructor on a weekly basis will result in the student not receiving the required hours and experiences in his/her fieldwork. Students are responsible for obtaining this supervision and informing their Field Faculty immediately if there is a lack of supervision.

2. **Field Experience Agency Orientation**: Each field practicum agency is required to provide each student with a comprehensive orientation to the agency, its policies and procedures, the services it provides, the community it serves, the collaborative agencies it associates with, laws, values, ethics governed by social work practice in their agency, emergencies, how to reach the field instructor in a crisis situation, the name of the assigned professional the student consults with in field instructor’s absence; future scheduling with the student – internship hours, attendance and participation practices, expectations, assignments, supervision, etc.

3. **The Agency is responsible for orienting the intern in:**
   - Agency safety issues for individuals in the agency; in the car; in the office; in the community; conducting home visits, etc.
   - Security policies and practices;
   - Harassment policies within their organization;
   - HIPAA compliance in accordance with agency training; following policies and procedures, signing an agency statement of compliance, etc.

4. **Social Work Student Agency Orientation Checklist completed in IPT**: The student is required to complete a new Social Work Student Orientation Checklist if placed in a new field practicum site during the Fall or Spring Semester.

5. **Field Experience Seminars**: The seminars are designed to supplement and integrate the generalist content students receive in their concurrent courses. These seminars address specific skills, topics, issues, concerns related to the field practicum experience. Please refer to course syllabus for each semester and academic year for specified content and issues discussed.

   Assigned Student seminars schedules are located in the School Email sent to 489 students by July each year. For SW 489 Course continuance in the Spring Semester, students will remain in the same field course sections.

6. **Learning Plan**: The learning plan provides each student with the opportunity to participate in the planning of his/her field education experience, clarifying expectations for the student, the field instructor, the field education faculty and the undergraduate field education coordinator. The function of the learning plan is to operationalize the practicum goals and objectives by outlining specific student activities in the field practicum and the means by which their achievement will be assessed. The
undergraduate level learning plan addresses the ten core areas found in the Undergraduate Field Comprehensive Skills Evaluation instrument. The Learning Plan and Comprehensive Skills Evaluation are completed on IPT.

In addition to its usefulness in monitoring the student’s progress during the academic year, the learning plan can be used by the student’s field instructor in completing the student’s final fall and spring evaluations. It also serves as a basis for the agency site visit that the student, field instructor, and the field faculty schedule. Note the student is required to write a new learning plan/educational contract if the student is placed in a new field practicum site during the academic year. The Learning Plan can be accessed through IPT.

7. **Agency Site Visit(s) with Field Faculty, Field Instructor, and Student:** Field Faculty schedule a minimum of one agency visit per academic year, three-way meeting (field faculty, field instructor, and student). Student learning plans, field course requirements, field instructor or student concerns are reviewed and discussed. Field instructors and students are informed that the field faculty are available for immediate consultation and may provide additional agency visits as needed. Agency site visit(s) are held as part of the student’s regularly scheduled internship hours and are held at the agency site.

8. **Process Recordings:** Refer to course syllabus for process recording requirements and due dates. Student will discuss with his/her field instructor and field faculty the process recording procedures, how to inform clients of this process, how to document process recordings and due dates involved. The field instructor shall provide written feedback on each process recording within an appropriate time frame and discuss the recording in order to further the student’s learning and growth. Refer to Process Recordings formats, located on the Field Education Web pages> Forms.

9. **Undergraduate Student Evaluations:** Each student is required by the field instructor to actively engage in the evaluation process. All evaluations are expected to be joint ventures in which both the student and field instructor participate, with the field instructor carrying the final responsibility.

   At the end of each semester, the School requires each student to write a self-evaluation, in accordance with his/her learning plan, identifying his/her strengths, limitations, progress, and future goals. Also, the School requires an evaluation by the field instructor for each student at the end of each semester.

   The SW 489 Field Education Comprehensive Skills Evaluation (Appendices Section) is meant to assist the field instructor and student in identifying learning needs, and assessing progress toward the overall objectives. The deadlines for completing and submitting the written report are delineated in the Field Education Calendar. The field instructor is required to observe the due dates to ensure that the student is not penalized with an incomplete grade for the semester.

   Student performance expectations are sequenced over the two semesters of the experience course. Each student should achieve the minimum expectations for each semester and ought to show sustained growth throughout the year.
Field performance expectations for the baccalaureate program are organized into ten core skill areas as outlined by CSWE 2008 EPAS (Educational Policy Accreditation Standards):

<table>
<thead>
<tr>
<th>2015 EPAS Social Work Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional &amp; Ethical Practice</td>
</tr>
<tr>
<td>2. Diversity &amp; Difference</td>
</tr>
<tr>
<td>3. Human Rights &amp; Social, Economic &amp; Environmental Justice</td>
</tr>
<tr>
<td>4. Practice Informed Research &amp; Research Informed Practice</td>
</tr>
<tr>
<td>5. Engage in Policy Practice</td>
</tr>
<tr>
<td>6. Engage Individuals, families, groups and Organizations</td>
</tr>
<tr>
<td>7. Assess</td>
</tr>
<tr>
<td>8. Intervene</td>
</tr>
<tr>
<td>9. Evaluate</td>
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</tbody>
</table>

Basic expectations in each of the above core areas for each of the two semesters have been delineated. Each core area contains particular objectives and behavioral measures that are used to evaluate the student’s performance. The student must demonstrate an adequate performance skill in all areas and in the field experience seminars to receive a grade of “credit” for the field course.

10. **Field Program Evaluations:** At the end of the spring semesters, the undergraduate and graduate students evaluate their agency, field instructor, and field faculty. Refer to SW 489 course syllabi (master’s and supplemental) for each semester for further course assignments and detailed information.

As part of the undergraduate student’s grade, the student will be required to follow all School field education policies, procedures, timelines, performance expectations and demonstrate responsibility as a learner.

**STUDENT FIELD EXPERIENCE INTERNSHIP AT EMPLOYMENT SITE – School Policy**

Employment sites for internships as field experience settings for undergraduate students are not allowed under current School of Social Work policies in accordance with our accrediting body CSWE.

**III. THE MSW FIELD PRACTICUM PROGRAM**

**Mission and Goals of the Master’s Program**

The School of Social Work’s Mission is to educate students with the knowledge, values, ethics, and skills to become competent and professional generalist, direct service, and administrative practitioners while also generating and disseminating new knowledge. Working primarily in
public and non-profit agencies, particularly in the Southern California border region, graduates help culturally diverse individuals, families, organizations, and communities recognize their strengths, access needed resources, and empower themselves to reach their goals and potentials.

The School pursues this mission through:

- The education of social work professionals who can assist individuals and families in the accomplishment of self-determined goals, and the resolution of difficulties and distress through problem solving.
- An evidence based curriculum that responds to changes in the practice environment by providing current and relevant knowledge and skills required to meet the service needs of the diverse populations of the Southern California border region.
- Development and dissemination of research knowledge that ensures evidence based social work practice.
- Equipping students with the tools to ensure that their practice is based on the best available knowledge.
- Direct involvement, particularly through leadership, by the faculty and students in community welfare concerns which ensure community members equal access to resources, programs, and opportunities.
- Preparation of practitioners who are skilled at working within the diverse racial, ethnic, and cultural mix of the Southern California border region in order to address the needs and visions of the region’s varied communities.
- Education of students who understand and use social work values and ethics throughout their careers.
- Preparation of practitioners who understand the contexts and purposes of social work practice, the changing nature of those contexts, and the nature and dynamics of social policy and organizational behavior.
- Preparation of graduates who are committed to lifelong professional growth and learning.

The Master’s Program subscribes to the stated philosophy and the overall mission of the School of Social Work by offering a coherent and integrated curriculum that emphasizes professional values, ethics, knowledge, and skills that enable graduates to work in public and nonprofit social service agencies with diverse and vulnerable populations, particularly in the Southern California border region. The Mission of the Master’s Program is to prepare graduates for advanced evidence based social work practice in an area of concentration (Direct Practice or Administration). The graduate program pursues the mission by preparing advanced practitioners:

- who are prepared to be leaders in the profession;
- who have multiple skills that can be used in a wide variety of settings and with systems of various sizes;
- who are well-grounded in the values and ethics of the profession;
- who are committed to social and economic justice;
- who utilize research evidence in practice decision making;
- who understand and can respond to the dynamic nature of the social contexts of practice;
- and who are committed to life-long professional development.
Program Objectives of the Master’s Program
Based on the mission and goals stated above and consistent with the Curriculum Policy Statement for graduate social work education, the MSW program is designed to prepare advanced autonomous social work practitioners with specialized skill and knowledge in a social work method, who can use a generalist perspective, and implement evidenced based multiple-level interventions. The achievement of MSW Program mission and goals is operationalized through an educational program that prepares graduates who:

1. Apply critical thinking skills within the context of professional social work practice;

2. Understand and interpret the history of social work and its current structure and issues;

3. Are well-grounded in social work knowledge, skills, values, and ethics as they engage in multiple levels of social work intervention;

4. Practice without discrimination and who are responsive to the needs of diverse groups distinguished by race, ethnicity, culture, national origin, religion, gender, age, social class, sexual orientation, physical or mental ability, family structure, marital status, religion, or other important characteristics;

5. Are committed to social and economic justice and who can apply strategies of advocacy and social change to empower oppressed groups to participate more fully and equitably in society (3.04);

6. Use interdisciplinary and strengths perspectives to provide high-quality services to client systems of various size;

7. Can function within structure of organizations and service delivery systems, and can guide necessary organizational change to improve service delivery systems;

8. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals, families, groups, organizations, and communities;

9. Use a Biopsychosocial and generalist perspective, the best available research evidence, and specialized knowledge and skills to intervene effectively with selected vulnerable populations (i.e., children, youth and families; the mentally ill; and those who are physically ill or elderly);

10. Have specialized knowledge and skills in a major social work intervention method (i.e., direct practice or administration) and who demonstrate a high level of professional competency that includes the appropriate use of supervision and consultation;

11. Possess the skills to assume professional leadership roles in the community and to influence the development and implementation of sound social policies;

12. Are able to integrate and use quantitative and qualitative empirical research to monitor and evaluate the appropriateness and effectiveness of various modes of intervention to assist diverse vulnerable populations and resolve social problems;

13. Understand and value social work practice research and who are able to conduct and apply studies to assure best practice interventions;
14. Are committed to their continuing education, professional growth and lifelong learning;

15. Use communication skills differently across client populations, colleagues, and communities.

**MSW ACADEMIC PROGRAMS AND FIELD PRACTICUM**

All of the MSW and joint programs have field instruction curriculum components:

**Academic Year**

This model parallels the Academic Year schedule. Students take required and elective courses, including the required Field Education courses. The Field Education sequence provides seven units of academic credit for the Foundation Year and eight units of academic credit for the advanced year, for a total of 15 units of academic credit. The graduate internships require a total of 1050 hours; 450 hours in MSW I field and 600 hours in MSW II field. No credit is given for any student's prior work or educational/life experiences. Field practicum seminars are held through the foundation and advanced years when students are enrolled in field education courses.

Students have two field practicum internships in two different agencies during their course of study. Regardless of the size of the agency and the availability of multiple geographic locations and/or programs, the agency can be utilized as an internship site for only one of the two periods of field instruction.

**Advanced Standing Program (ASP)**

This program is designed to facilitate completion of MSW degree requirements for students who have earned a Bachelor’s degree in Social Work (BASW or BSW). The ASP Program eliminates the redundancy of the repeating core social work concepts taught at the BASW level, such as values, ethics, and methods of practice, which are also taught during the first year of the MSW program.

Upon successful completion of the School Bridge Courses that are held during the summer session students are advanced candidacy and begin the MSW II Advanced Year Field Practicum Courses and year two of the Academic Year MSW program curriculum.

ASP students are also eligible for a new (2011) stipend funded by San Diego County Behavioral Health. $8,000 for one year in exchange for two years of employment payback in San Diego County’s mental health system. Contact MHTP Coordinator, Candy Elson, for more information. Candy.Elson@mail.sdsu.edu

**Specialized Programs**

1. **Dual Degree Programs**

Master of Social Work Degree and Master of Public Health Degree (MSW / MPH)
The School of Social Work and the Graduate School of Public Health offer a three-year concurrent graduate program leading to a Master of Social Work and a Master of Public Health. The objective of the concurrent program is to offer preparation in the fields of public health and social work. Students in this concurrent program must select the social work administration methods focus area.

A four-semester field practicum is required and is held in years two and three of the student’s program. Students are also required to complete a thesis. The thesis incorporating theory, method, and analytic techniques from both disciplines is the culminating experience for the concurrent program leading to the MSW and MPH degrees.

Master of Social Work Degree and Juris Doctor Degree (MSW/JD)
The School of Social Work and the California Western School of Law offer a four-year concurrent graduate program which allows students to simultaneously a Master of Social Work Doctor (JD) degree in law. The objective of the concurrent degrees program is to prepare students who are competent in advanced practice where social work and law converge. This is a four-year full time program, including a four-semester field practicum, held in years two and four. The first year of the program will be completed at the Law School and consist of the traditional first year law curriculum. Year Two is completed at the School of Social Work, while Years Three and Four work from both campuses. A thesis is also required.

Summer Block Field Practicum Placement Option for Joint MSW/JD Advanced Year Administration and Community Development Students only. (SW 755)

In 2011-12 the school of social work piloted a summer block placement program for joint degree, MSW/JD Advanced Year Administration and Community Development students who wished to complete a summer full time block placement at the end of their Foundation Year. The criteria that have been established by the Field and Curriculum Committee are that students can pursue this option if they have an extraordinary learning opportunity outside of San Diego County, which they would like to pursue in an agency that accepts full time summer social work interns. The student needs to locate the agency and program and make sure that the agency is able to meet the advanced year SW 755 curriculum requirements, appropriate supervision by an MSW is available and that the agency is willing to complete the necessary steps to become an approved SDSU School of Social Work field agency. There are currently three agencies that have completed Service Learning Agreements with SDSU School of Social Work and have accepted MSW/JD Administration/Community Development Students: 1. Alliance for Children’s Rights in Los Angeles, 2. The Children’s Defense Fund in Washington DC. 3. East Bay Sanctuary - Refugee Rights in Berkley, California.

Students who are interested in exploring this option should contact the Director of Field Education. Candy.Eison@mail.sdsu.edu in February prior to the summer of their second, advanced year of field practicum.

2. California Social Work Education Center (CalSWEC)

CalSWEC Title IV-E Child Welfare Stipend Program
This program is a unique partnership between social work education and the publicly supported child welfare structure. The CalSWEC program mission and goal is to help professionalize public child welfare. The intent of the program is to strengthen and enhance the quality of practice by increasing the number of professionally trained and educated public child welfare social workers.
Selected students receive a stipend, generally for two years, funded through Title IV-E monies from the federal government that have been designated for child welfare training. They participate in specialized training seminars and activities throughout the year. Students complete a seminar series of presentations on child welfare skills.

Students must commit to work in a State of California public child welfare agency for a minimum of one year for every year of support received. Students in the CalSWEC program do one of their internships in a public child welfare agency and one year in a private nonprofit agency. Support for three-year and four-year students are limited to current employees of County of San Diego, Health & Human Services Agency, Child Welfare Services. They receive full tuition and fees, costs for required books, and a travel allowance. They must return to their agency of employment and give one year of employment for each year of financial support they receive.

Cal-SWEC Mental Health Training Program (MHTP)

This program provides stipends for students interested in careers in public mental health. Two, three or four year students entering their second year of internship who are willing and able to be placed at county and county-contracted mental health outpatient agencies are eligible to apply for this program. This program provides specialized electives in mental health, psychosocial rehabilitation and recovery, additional enrichment seminars and field trips to community mental health agencies, such as Patton State Hospital and The Village, in Long Beach.

Students who complete this program are required to secure employment in a county or county-contracted agency immediately after graduation. Interested students should contact the CalSWEC Mental Health Project Coordinator, Candy Elson, prior to their second year (MSW II advanced year of field practicum). An informational meeting is held in December. Applications are due in at the end of January. The contract has been extended for two more academic years, 2014-16 but fewer stipends are now available, 7 in 2015-16 and 6 in 2016-17. There is no new contract information beyond 2016, although the State has indicated it will create a new contract for AY 2016-17. Check the school of social work web site under MHTP for updates.

3. Pupil Personnel Services Credential (PPSC)

The School of Social Work is approved by the California Commission on Teacher Credentialing as a site to offer the PPSC, with specializations in School Social Work and Child Welfare and Attendance. This credential program was developed to meet the increasing demand for services to children and families within the context of the educational system.

Students in the direct practice concentration wishing to acquire a credential for school social work must complete a 600-hour advanced field practicum in an approved school site under a PPSC-credentialed field instructor's supervision. This is generally available for advanced year field practicum students only, however, IVE students who wish to complete it in their foundation year and are willing to commit to the extra hours, may discuss this option with PPS Coordinator, Amalia Hernandez. Amalia.Hernandez@mail.sdsu.edu

The credential covers pre-kindergarten through 12th-grade service in public and other schools requiring the credential. Students must complete the School Social Work electives. They must also attend a series of workshops regarding additional curriculum issues related to school social work. Students complete the MSW II Advanced Field Practicum Application in the semester prior to second-year internship.

5. Master of Social Work Degree and Early Childhood-Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS) Certificate. This is a new opportunity for
MSW students who wish to obtain this certificate in the final year of their MSW. This certificate includes 18 units taken over the two semesters of the second year MSW program. Students will be assigned to an internship in an approved and supervised Social Work/Early Childhood Mental Health placement. CFD 697 Advanced Field Experience (3 units x 2 semesters) and SWORK 798 Special Study (1 unit x 2 semesters). SWORK 798 will involve the student attending SWORK 750 Advanced Field Practicum, including completion of the Comprehensive Skills Evaluation. The evaluation will document proficiency in CSWE five core field areas. CFD 697 and SWORK 798 Special Study will be taken in lieu of SWORK 750. CFD 670 Theories and Approaches to Emotional Regulation in Child Care Settings will be taken in lieu of SWORK 720 Psychosocial Development of Vulnerable Children; this meets the 3 unit advanced human behavior requirement in the MSW program.

Students will take CSP 623 Eco-behavioral Assessment and Intervention and SPED 676 Advanced Applied Behavior Analysis for Children 0-5 to meet the requirement of 6 units of SWORK electives. An additional course of 3 units, CFD 671 Positive Behavioral Support for Young Children with Challenging Behaviors would be needed to complete the EC-SEBRIS certificate. Admission process: current students interested in the EC-SEBRIS Certificate need to file the regular SWORK 750 field application during the spring semester prior to enrollment in the certificate program. In addition, students need to file a CSU-mentor application to enroll in the EC-SEBRIS program. Unless the demand is high, students will generally be admitted to the certificate program. For further information, contact Elizabeth Marucheau: emaruche@mail.sdsu.edu (619) 594-5710 or Amalia Hernandez: Amalia.hernandez@mail.sdsu.edu (619)594-6259

6. SDSU Imperial Valley Campus Program
This program helps fulfill our mission of being responsive to the needs of agencies and their clients, along with communities, students, and the profession of social work. This program typically serves the Imperial Valley County areas (El Centro, Calexico, Brawley, etc.) of California.

Working closely and cooperatively with the SDSU Imperial Valley campus, a three-year curriculum based on the direct practice concentration is offered. Admission to the program is based on the same School of Social Work criteria that is applied to applicants for the SDSU main campus. Enrolled students will complete the same 60-unit curriculum, including the field practicums within three years. A four-semester field practicum is required and is held in years two and three of the student’s program.

Presently, this program is funded in part by Title IV-E through the California Social Work Education Center (CalSWEC)–Child Welfare to train master’s-level social workers to work in public child welfare.

REQUIREMENTS AND CURRICULUM DESIGN
Field Education is an integral part of the curriculum and a core requirement for the MSW program. Each field course includes two major components: the practicum agency internship and the school-based practicum seminars. It provides the social work student with an opportunity to integrate and apply course theoretical knowledge and engage in social work practice in a community-based agency setting with supervised field learning experience. Field instruction prepares the students for professional practice and competence in social work by helping them develop the values, knowledge, and skills they will need to assume a range of professional roles.
The field practicum process is organized, sequential, selective, and individualized within the framework of a specified social work agency, and in congruence with the goals, requirements, and expectations of the School. Over the course of a two-year period, MSW Program Field Education is expected to include:

1. direct practice interventions with individuals, families, and groups;
2. indirect practice interventions focusing on community, organizational, and/or institutional change;
3. a diversity of modalities, populations, treatment issues; and
4. a range of theoretical and teaching methodologies and models.

The field practicum year-long course begins only at the start of the fall semester and continues through to the end of the spring semester. Placements extend over the Academic Year, excluding University break periods. The traditional Academic Year consists of four semesters over two years, with classroom and field practicum beginning at the end of August/early September and ending in mid-May.

Emphasis in the Foundation Year - first year of field practicum is placed upon developing the foundation of appropriate social work practice skills and knowledge, which includes developing relationships, acquiring interviewing skills, mastering beginning psychosocial assessment, making diagnostic assessments, and developing intervention skill.

During the Advanced Year - second year, students are expected to develop an increased insight and depth of understanding of agency and client systems and social work practice skills. Students may select either advanced field practicum in direct practice or administrative or community development concentrations.

Foundation Year and Advanced Year field practicum placements must be in different agencies, each of which must meet the criteria and objectives for that year of field instruction. Students are assigned to the MSW I Foundation Year practicum that exposes them to a generalist experience, including micro, mezzo, and macro practice and a broad range of clientele. The MSW II Advanced Year practicum is coordinated with a student’s choice of concentration and specialization.

Each field practicum course is divided into two required components:

1. Field Practicum Agency Internship
2. Field Practicum Seminars/Labs.

Note - since the seminar sections are agency-driven, students are assigned their seminar units, including the seminar course times and field faculty instructors. Students are informed of their Field Course Seminar Schedule before they register for fall semester classes so they will have time to plan their classes and internship schedules.


**MSW Field Placement Process**

Field faculty members coordinate all field practicum assignments for both first and second year students. All graduate students must meet the eligibility requirements before they are enrolled in the required field practicum course. The Practicum Placement Process takes place within the
School designated time frame, mid-January until June, with students meeting the required deadlines. All field practicum assignments are arranged by the Field Education Faculty Placement Committee only. The Director of Field Education is administratively responsible for the final field practicum assignments.

All field students are required to meet each field course Application Policies and Procedures as detailed in the MSW Applications materials. Failure to follow these policies will result in student not being eligible for the field practicum, delay in field practicum for up to one-two years, and/or disqualification from the MSW program.

**MSW I Foundation Year Field Practicum Students (SW 650)**
First year assignments are made during early Spring and Summer prior to the beginning of the academic year. Each student that is admitted to the MSW program receives information-application materials that include an overview of the field program and field placement process. The information contained in the MSW I Foundation Year Field Application at http://socialwork.sdsu.edu/field/msw.php is used to make the first year field practicum assignment. Students have an opportunity to specify their background and experience, their areas of interest, and specific needs such as special accommodations or financial aid. Placement decisions are guided by the following considerations: the generic goals of first year field instruction; the expressed interest and career goals of the particular student; the expressed needs and interests of the agency/field instructor; prior work and life experiences that the student offers; geographic location preference; and the special needs and characteristics of the student.

The field application is discussed with the field instructor. Students are then referred for interview. Agencies confirm acceptance with field faculty and the student is contacted regarding his/her assigned field placement.

Three-Year and Four-Year Model MSW Program students begin the field placement process in March with the Foundation Year Placement Orientation Meeting, administered by the field faculty. These students complete the application materials and follow the standard foundation year placement procedures, preceding the students’ enrollment in field.

**MSW II Advanced Year Field Practicum Students (SW 750 or SW 755)**
Beginning in the Spring semester of the first field year, students participate in activities that facilitate the selection of the MSW II Advanced Year Field Practicum. The process begins with the Placement Planning Meeting for the advanced year placement process, followed by the Agency Resource Fair. The Fair is usually attended by 100 agency representatives, students, and faculty and its goal is to provide opportunities for sharing of experiences, agency information, having questions answered, have advanced year students meet with foundation year students. Students then consult with field faculty, the Director of Field Education, and other faculty before finalizing their advanced year placement choices.

Students can use IPT to research agencies of interest and is used to facilitate the advanced year field practicum assignment. Students are referred for interview by the field placement faculty based on their method, specialization, focus area, and placement choices. The agency and the student provide feedback to field faculty and indicate acceptance or rejection by the student and/or placement. If denied, the field faculty will review feedback with the student and discuss interview strategies. Students who are not accepted by the agency are sent on subsequent interviews. After interviews are held, advanced field practicum assignments are finalized and confirmed.
Students are required to complete the entire MSW I or MSW II Field Practicum Application and Field Placement Process during the preceding semester. Failure to meet the necessary due dates will delay the student beginning or re-entering the field practicum sequence on time and shall delay the student 1-2 years in the field practicum sequence.

Students may have difficulty combining the Field Practicum course with other major commitments. Students are expected to be in the field practicum during business hours, for the entire academic year. A few internships are available with evening and weekend hours, but the vast majority of internships, are during business hours. The field practicum schedule should be discussed during the interview process. When arranging the internship schedule with the agency, the student and the agency must follow School policy, which states that an intern’s schedule in the Field course is the responsibility of the Agency, along with the student’s input, in accordance with SSW policies. Priority in scheduling is given, in order, to

1. Social Work Classes including Field Course Seminars  
2. Field Practicum Internship Hours  
3. Student’s other responsibilities

Field instructors have no authority to waive school policy. If the agency has specific scheduling requirements, the student can register for classes that do not conflict with the field course. The student cannot expect the agency to arrange the internship around the student’s other responsibilities, such as employment or childcare.

Students who do not pass their field practicum interviews and the agencies have documented the interview process and contact the School, may not be eligible for the Field Practicum Course. The Field Faculty will contact the student immediately if this situation arises to discuss the issues. Depending on the student’s professional behavior and adherence to the NASW Code of Ethical conduct, the student may become ineligible for this field course after one interview only. Students automatically become ineligible for this course after two placement interviews. The Field Faculty will contact the student regarding his/her field placement status and course eligibility.

The Director of Field Education will make the final determination if the student is eligible for his/her second interview, based on professional ethics and performance required in the course. Student ineligibility can delay field placement until the following academic year and/or disqualify the student for the field practicum course(s) curriculum. In the latter case, the student will be referred to the Graduate Advisor and the Student Affairs Committee, Chair for immediate review. Most field placement agencies require fingerprinting, criminal/security clearance evaluations, random drug testing, health and immunization screenings, and TB testing. Students are required to complete and pass the requested screenings before official placement confirmation can be provided. Each agency will notify the student as to which of the above screenings are requested and these screenings are usually conducted by June preceding the start of the field practicum in August or September.

Note: Students may be required to cover the costs of these clearances. The School is not responsible for these costs. In some agencies these costs can be over $200. If the cost of background checks is a concern to a student, the student should notify field faculty before being referred to an agency.

Refer to Application Policies and Procedures each year for specific sections, i.e. transportation, clearance eligibility, conflict of interest, student agreement, NASW Code of Ethics adherence, etc.
Eligibility for Enrollment in MSW Field Practicum
To enroll in the Field Education course sequence, students must have completed all required prerequisite classes and must be enrolled in the co-requisite practice classes.
To foster the integration process, all students in the field practicum must be concurrently enrolled in, and must satisfactorily complete the appropriate practice classes during the first and second years of field instruction. Students must have a “C” or better in the practice class to continue the field education process.

The schedule of concurrent MSW field education and practice courses is as follows:

<table>
<thead>
<tr>
<th>Field Practicum Course</th>
<th>Practice Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW I – Foundation Year</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>SW 650 - Field Practicum</td>
<td>SW 630 – Social Work Practice: A</td>
</tr>
<tr>
<td></td>
<td>Generalist Perspective</td>
</tr>
<tr>
<td>MSW I – Foundation Year</td>
<td></td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>SW 650 - Field Practicum</td>
<td>SW 631 – Social Work Practice: Individuals, Families, and</td>
</tr>
<tr>
<td></td>
<td>Groups</td>
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<tr>
<td></td>
<td>SW 632 – Social Work Practice: Organizations and</td>
</tr>
<tr>
<td></td>
<td>Communities</td>
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<tr>
<td>MSW II – Advanced Year</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>SW 750 – Direct Practice Social Work, Advanced</td>
<td>SW 744 – Advanced Seminar in Selected Topics in Direct</td>
</tr>
<tr>
<td>Field Practicum</td>
<td>Practice Social Work</td>
</tr>
<tr>
<td>OR</td>
<td>SW 740 – Advanced Seminar in Social Work Administration</td>
</tr>
<tr>
<td>SW 755 – Social Work Administration, Advanced</td>
<td></td>
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<tr>
<td>Field Practicum</td>
<td></td>
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<tr>
<td>MSW II – Advanced Year</td>
<td></td>
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<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>SW 750 – Direct Practice Social Work, Advanced</td>
<td>SW 739 – Advanced Seminar in Social Work Practice with</td>
</tr>
<tr>
<td>Field Practicum</td>
<td>Families</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>SW 755 – Social Work Administration or Community Development</td>
<td>SW 745 – Advanced Seminar in Selected Topics in Social Work Administration or Community Development</td>
</tr>
</tbody>
</table>

Integration is a two-way process. The field practicum is expected to provide “in vivo” experiences relevant to academic content, and the student is expected to apply this content to his/her activities in the field. Also, the student is expected to share course information with his/her field instructor for purposes of planning, integration, and to meet course requirements. On the other hand, the student is expected to utilize relevant field material in his/her course work through class discussion and case presentation.

1. Field practicum placements begin in the Fall Semester for the Academic Year ONLY. No mid-semester placements are permitted unless there are extenuating circumstances and the Director of Field Education and field faculty team have approved.
2. Students are expected to remain in the same field placement for the entire field practicum period in each academic year.

2.1. When a student discontinues his/her respective field practicum during the semester and has not completed 70% of his/her field practicum hours, requirements/expectations for the semester with current satisfactory performance, and the required number of field practicum labs he/she will receive a grade of “NO CREDIT” for this semester and will need to restart the field practicum at the beginning of the following appropriately given field practicum cycle.

2.2. The graduate field education courses are an entire Academic Year course. If the student discontinues his/her field education course anytime during the Academic Year, the student will be required to be eligible to restart the field sequence in the next Fall semester. Please refer to “Grading Policies in Field Practicum” for further detailed information.

2.3. Prior to the student's re-entry, a meeting may be held with the student, Graduate or Undergraduate Advisor, Director of Field Education, the respective Field Faculty, and other requested faculty. The purpose of the meeting is to evaluate and re-establish readiness to enter the field, review coursework, and make final arrangements for the field practicum internship and co-requisite courses. Students must enroll in the Field Education course according to the sequenced position in the field education program of the MSW program to which they have been admitted, i.e., one year Advanced Standing Program, 2-year, 3-year or 4-year.

2.4. Student will complete the full # of required hours specified for each semester, the required course assignments, and the field practicum seminars during each semester ONLY. Please refer to “Hours Requirements Policy” for further detailed information.

2.5. When the student re-enters the field practicum, he/she shall be required to enroll in the concurrent practice class specified for that field practicum semester.

2.6. In exceptional circumstances, when a student has already received a grade for the concurrent practice course, and is restarting the field practicum for this specific semester, the student may be required to audit the required concurrent practice class. (When auditing a class, students are responsible for registration fees, regular attendance, class participation and completion of all assignments.)

2.7. The special circumstances necessitating the discontinuance of the Field Practicum shall be discussed with the Field Faculty instructor and the Director of Field Education so that appropriate arrangements can be made for the re-start of field education activities. The Field Education Faculty will determine the specifics and timing of the student’s re-entering the field practicum sequence. Prior to the student’s re-entering into the field work sequence, a meeting will be held with the student, the Graduate Advisor, the Director of Field Education, and designated faculty to re-establish readiness and eligibility to enter Field Placement, review coursework and audit requirements, and to make final arrangements for the Field Placement.

3. Students are required to be enrolled in the concurrent practice class designated for each semester of field practicum, and must complete any prerequisites for these classes. Please note: if a student receives a failing grade in a practice class (C- grade in a MSW practice class), he/she may not advance to the next practice class and, thus, the next Field Practicum due to not fulfilling the prerequisite requirements. In addition, students with an “Incomplete” grade in the concurrent practice class must correct the “Incomplete” grade to a passing grade prior to the beginning of the next University semester to be eligible for the Field Placement Process. Failure to do so will delay the student beginning or re-entering the field practicum sequence on time and shall delay the student 1-2 years in the Field Practicum sequence.
4. Students must maintain a 3.0 GPA prior to the initial enrollment in field education and throughout the entire field practicum period. Notification of students who are on academic probation which affects their Field Practicum status will be coordinated by the Graduate Advisor, and the Director of Field Education will be informed.

5. Students must be in good academic standing and have completed all prerequisite coursework to participate in the Field Education program. Please note: when a student is not in good academic standing, the Field Practicum agency and/or a potential Field Practicum agency shall be notified.

6. A student who must defer their enrollment in the field practicum due to extenuating circumstances (i.e. illness, personal emergency, etc.) must discuss this issue with the field faculty and Director of Field Education and receive approval for this request. Course schedule must also be adjusted to reflect the taking of appropriate concurrent courses when enrolled in Field Placement. Please refer to “Student Eligibility for Field Practicum Internship” for additional information.

7. Many field practicum agencies require certain proof of clearance prior to placement (medical clearance, TB clearance, criminal evaluation, security check, fingerprinting, etc.). Students placed in these agencies requiring these clearances are responsible for completing the necessary activities or forms, and submitting them to the agency for final agency practicum confirmation. Failure to submit and follow-through on the required agency clearances and evaluations will result in the student not enrolling in the field practicum course for that semester.

8. The School of Social Work will only accept transferred units for field work and concurrent practice coursework when the period of study represents a full academic year of field placement and the student is in good standing from the accredited former school of social work.

Field Education Structure - Hours - Requirements
1. Each student shall complete 1050 hours of field practicum during the course of the MSW Graduate Program. In the MSW I Foundation Year of field education, 450 hours are required (210 hours during the Fall Semester and 240 hours in the Spring Semester). In the MSW II Advanced Field Practicum Year, students will be responsible for 300 hours in the Fall and Spring Semester for a total of 600 hours in the academic year. Note the field practicum is in two agencies with different field instructors for two years.

2. The first year of field education is approximately 10 hours for the first two weeks, and then 16 hours per week for the remainder of the academic year, for a total of seven units (3 units in the fall, 4 units in the spring). For the advanced field practicum, students are required to spend 20 hours per week during the academic year, for a total of eight course units (four units per semester). In the MSW II Advanced Field Practicum year, dual degree program students only (MSW/MPH or MSW/JD) conduct their practicum for 16 hours per week, for a total of four hundred-eighty hours.

2.1. The assigned field placement will designate hours and distribute the student’s hours over two-four days.

2.2. Students shall be in their field practicum for a minimum of a 4-hour block of time.

2.3. The student’s practicum agency schedule is determined by his/her coursework schedule, including the practicum seminars, and the agency schedule.
2.4. Field practicum students are not expected to spend additional hours in preparation for field seminars assignments. When reading or preparation is required for any seminar field assignments, or agency specific readings, students should discuss with their field instructor that time be assigned during hours at the agency. For example, researching and gathering material for presentation about the agency in field seminar, process recordings, or development of Learning plan. Students are not expected to spend more than the assigned 16 or 20 hours a week in their agency. If they choose to do so, this is on a voluntary basis.

**STIPEND OPPORTUNITIES FOR FIELD PRACTICUM INTERNSHIPS**

Other than the two largest stipend opportunities through the IVE Child Welfare and the Mental Health Training Programs, the availability of stipends and scholarships varies from year to year. The majority of foundation year (SW 650) internships are unpaid. Various agencies do offer stipends varying from $300 to $1,000 p.a. Students who are particularly interested in internships offering stipends, should indicate so on their field application. There are more stipend and scholarships available for advanced year (SW 750 and 755) internships, but these also vary year to year. For 2015-16 the following agencies offered stipends varying from $500 to $8,000 pa. Consensus Organizing Center Price Scholarship Community Development stipends, The Veterans Administration, Serving Seniors Stipend information is provided in to advanced year students in January when they begin to choose their second year internships. Stipend opportunities will be advertised as they become available.

**GRADING POLICIES IN FIELD PRACTICUM**

Grades will be administered in accordance with the policies set forth in the SDSU Bulletin of the Graduate Division, and will follow the School of Social Work Grading Policy documented in the Graduate Student Handbook. All graduate courses in the MSW program field education curriculum are on a “Credit / No Credit – Cr/NC” grading system.

According to the Graduate Bulletin, a grade of “Credit” in graduate level courses is awarded for work equivalent to all grades that earn 3.0 or more grade points (A through B). “No Credit” is awarded for work equivalent to all grades, which earn less than 3.0 grade points (B- through F).

“A” grade is defined as “outstanding achievement; available for the highest accomplishment”. “B” proficiency is defined as “average; awarded for satisfactory performance.”

Students enrolled in field education courses can be awarded a “Report in Progress – RP” grade in lieu of a grade of “Credit”. The "RP" grade is used for graduate courses that extend beyond one academic term. “It indicates that work is in progress.” The “RP” grade will be changed to a grade of “Credit or No Credit” for Fall Semester in mid-Spring Semester.

1. Please refer to each course syllabus for the required assignments and expectations that specified semester in field education. Please note that some of the requirements will be submitted directly to the lab instructor, while other required field assignments will be evaluated by both your field instructor and the field faculty seminar instructor. Assignments will be evaluated according to the following rubric with the expectation that all work will be at a B level or better for credit. See grading expectations in each course syllabus.
2. The grade for field practicum is recommended by the field faculty instructors and determined by the Director of Field Education, based on the following criteria: 1) student’s performance in the agency placement, as reflected in the oral, and written documentation evaluation by the field instructor, and any meetings with student, field instructor, and field faculty; 2) satisfactory completion of all required written assignments for the field practicum; 3) satisfactory completion of all the required caseload volume, project activities, supervision, hours, attendance, etc. and 4) student’s performance and participation in the field practicum labs. Failure to perform satisfactorily, as defined by a “B” proficiency level, in any of these areas, including attendance requirements shall result in a grade of No Credit.

3. An “Incomplete (I)” grade signifies that a portion of the required course work (not more than 30%) has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified emergent reasons. At least seventy percent (70%) of the required # of hours, written assignments, attendance, lab performance, etc. in good standing must be completed by the student for the “I or RP” grade to be considered. Failure to complete and perform in this required time frame will result in a grade of No Credit.

Agreement to the conditions for removal of the “Incomplete or Report in Progress” grade shall be put in writing (in the University’s specific form) with the proper signatures by the field instructor, field faculty, and director of field education.. A final grade is assigned when the course requirements have been completed and evaluated in the required written plan time frame, and when the student, field instructor, and field faculty have provided written documentation of completion.

4. If a grade of “Incomplete or Report in Progress” is given in the field practicum course, the remaining course requirements identified by the student, field instructor, field faculty, and director of field education must be completed prior to the next period (semester) of field practicum, as each semester is a pre-requisite for the subsequent semester. The complete date for course requirements will be indicated on the “Incomplete Authorization” form prepared by the field faculty instructor, completed, dated, and signed by the student, field faculty instructor and the director of field education.

5. When a student receives a grade of “NO CREDIT”, the field education faculty will review the student’s performance, in consultation with the field faculty, to determine the student’s status in the field education component of the program. The Graduate Student Advisor will be informed and the student will be referred for review to the Student Affairs Committee.

6. If a student receives a grade of “NO CREDIT” in the field practicum, hours completed during the semester in which the “NO CREDIT” grade was given and the field practicum labs attended will not count toward the total completed field practicum hours and course requirements.

7. Students are expected to maintain an overall grade point average of 3.0 (B) throughout the course of the MSW program, and during the period in which they are enrolled in the field practicum sequence.
Field practicum grading policies are under the auspices of the University’s and the School’s policies. Please refer to the San Diego State University Graduate Bulletin for the current Academic Year and the School of Social Work’s Student Handbooks for further information.

**STUDENT FIELD PRACTICUM INTERNSHIPS AT EMPLOYMENT SITE**

**Definition of Field Practicum Internship at Employment Site:**
Using your employment site during your regular working hours for the field practicum internship. Students who are employed in social service/social work agencies may request their agency to be evaluated for suitability as a field practicum site.

The student, agency and field instructor **must** be able to meet established criteria to:

1. assure the educational focus of field work;
2. to provide new and challenging experiences to the student and be able to differentiate practicum activities from regular employment activities;
3. to maximize learning opportunities; and
4. to conform to the high standards required by all field experiences.

In order to meet the requirements of an educationally based fieldwork experience, the student, agency and field instructor **must** meet the following criteria:

**Criteria for Practicum Internship at Employment Site:**

1. Student wants to use his/her place of employment during their regular working hours as a field education site for internship.

2. Student is employed no less than 32 hours per week.

3. Student has permanent employment status, has worked for a minimum of nine months at the agency prior to starting his/her internship, has passed the agency probationary period and has received satisfactory level employment reviews at 6 months / 9 months.

4. The agency will pay for student’s field practicum internship responsibilities and duties.

5. A MSW field instructor with two or more years of experience, preferably at a supervisory level in the agency, who is not the current student’s employment supervisor and has not been a former supervisor for the student in the past, will provide field instruction in accordance with the School’s curriculum and policies for the student’s field practicum. Note: The field instructor is required to be on-site with the student during his/her internship and meet all of the field instructor qualifications and school policies.

6. Student’s internship roles, responsibilities, assignments, etc. will have a clear delineation from his/her regular employment and will be in accordance with the SDSU School of Social Work’s field curriculum and course requirements. This will be written and established in the student’s “Field Practicum Internship at Employment Site” application, all parts.

7. The field practicum will occur during sustained periods of time during the student’s workweek, Monday through Friday only, in a minimum of 4 hours at a time, in a different program, service area, or unit, and preferably in a different location.

8. The “Field Practicum Internship at Employment Site” application is **completed in its entirety, by the student and submitted by the required due date** in the field placement.
process timeline with the required signatures and submitting proof of his/her satisfactory job performance evaluation.

9. If the application request is approved and granted, the student is aware and in accordance with school policies, that he/she will use the employment site for field practicum for one academic year only.

The Title IV-E MSW Child Welfare Program, Plan B students only, may have exceptions to this policy. The student consults with the Title IV-E Associate Field Education Coordinator for further details.

Note: If the situation does not meet ALL of the criteria listed above, the student does not qualify for a field practicum internship at his/her employment site. If the student requires additional information, please consult with SDSU School of Social Work, Director of Field Education as early as possible for future planning.

Completing the “Field Practicum Internship at Employment Site” application does not guarantee approval of utilizing the field education site for internship. All “Field Practicum Internship at Employment Site” must be approved by Candy Elson, Director of Field Education, or her designee.

Students applying for the above, MUST still complete their MSW I or MSW II Field Practicum Application and submit by the required due date(s) also.

Students should expect that an alternative plan, such as the usual field placement process, will be necessary in the event that the “Field Practicum Internship at Employment Site” application is not acceptable, is not approved, and/or does not meet the School’s educational requirements. Please refer to the MSW “Field Practicum Internship at Employment Site” Application and due dates located on the School of Social Work Field Education, MSW web site.

ADMINISTRATION and COMMUNITY DEVELOPMENT CONCENTRATION
MSW II ADVANCED FIELD PRACTICUM
(For SW 755 students only)
This policy was initiated and developed by the administration macro task group, with cooperation by the field education task group, approved by the school’s curriculum committee and finally by SDSU SSW faculty.

1. All students enrolled in their chosen concentration of Administration or Community Development, and thus in the SW 755 Administration OR Community Development, Advanced Field Practicum course shall spend all required field practicum hours (20 hours per week; 300 hours per semester for a total of 600 hours in the Academic Year) in administration or community development content only.

2. If the SW 755 course administration student or the agency wishes to have the student conduct his/her hours in a direct practice / clinical service delivery, the student must perform this clinical practice work only in addition to their 20-hour per week advanced internship (beyond their 20 hour weekly assignments and requirements, etc.)

3. This additional experience must be discussed with the field faculty instructor and the director of field education before the student and/or agency practicum enter into any agreement.
IV. MSW FIELD PRACTICUM CURRICULUM

MSW I Foundation Year and MSW II Advanced Year - Course Requirements

A. Agency Field Practicum Internship

The following field practicum assignments in the agency consist of:

- Field Practicum Agency Orientation;
- Social Work Student Orientation Checklist;
- Learning plan;
- Supervision;
- Internship Time Log to monitor hours;
- Client Systems Assessments – using agencies intake or psychosocial assessment tool
- Field Faculty-Student-Agency Site Visit – student, field instructor, and field faculty meeting conducted at agency;
- Process recording(s) and Educationally-based recordings;
- MSW I or MSW II Field Practicum Comprehensive Skills Evaluation;
- Student Self-Assessment and Evaluation Review

Student’s Learning Plan and Agency Orientation Check List and the Field Instructor’s Comprehensive Skills Evaluation are all completed electronically via ITP. (Internship Placement Tracking)

Students Self Evaluation is a reflection paper turned in field faculty in the last seminar each semester.

B. Field Practicum Seminars

The following assignments in the field practicum seminars may consist of:

- Foundation Year Field Practicum Orientation Seminar
- Attendance and Seminar Practicum Participation
- Agency Assessment and verbal presentation in seminar
- Case Presentations and Role Plays
- Any field faculty instructor assignments assigned for skill application and experiential learning.
- Skill application demonstrations
- Biopsychosocial assessment and evaluation role plays
- Small group exercises involving theoretical practice

Supervision

Beginning the first week of the field practicum, weekly individualized, formalized, face-to-face, one-hour (minimum) supervision will be held. Supervision is to be held each week by the student’s assigned field instructor. Failure to hold supervision by the field instructor on a weekly basis will result in the student not receiving the required hours and experiences in his/her fieldwork. Students are responsible for obtaining this supervision and informing their Field Faculty immediately if there is a lack of supervision.
Foundation Year Field Practicum Orientation
There is one field orientation practicum orientation that requires mandatory attendance and participation for the SW 650 Foundation Year field students, held in August of each year. Students meet as a large group in which the field faculty instructors provide basic knowledge, reviews professional responsibility and integrity, course syllabus, overview of field instruction in MSW curriculum, etc.

Professional issues and topics covered in Field Practicum Orientation include (but are not limited to):
- Overview of field instruction in the MSW curriculum;
- Review course syllabus; field learning objectives; mission in field education
- Field curriculum requirements, intern roles, goals, and expectations;
- Development of self-awareness;
- Diversity issues and cross-cultural awareness;
- Professional socialization and responsibility;
- The importance of self-care
- Social work ethics, values, and laws regulating social work practice overview;
- Risk management and safety issues
- Understanding the “professional use of self”;
- Myths and anxieties regarding the field experience; and
- School policies significant to field practicum courses.

At times, over 15 field instructors and field faculty meet with the SW 650 students in small groups during the field practicum orientation lab to further identify, address and challenge issues and themes presented.

Agency Field Practicum Orientation
Each field practicum agency is required to provide each student with a comprehensive orientation to the agency, its policies and procedures, the services its provides, the community it serves, the collaborative agencies it associates with, laws, values, ethics governed by social work practice in their agency, emergencies, how to reach the field instructor in a crisis situation, who is the assigned professional the student consults with in field instructor’s absence; future scheduling with the student – internship hours, attendance and participation practices, expectations, assignments, supervision, etc.

Also, the Agency is responsible for orienting the intern in:
- Agency safety issues for individuals in the agency; in the car; in the office; in the community; conducting home visits, etc.
- Security policies and practices;
- Harassment policies within their organization;
- HIPAA compliance in accordance with agency training; following policies and procedures, signing an agency statement of compliance, etc.

Please refer to the “Social Work Student Orientation Checklist” form for further detailed orientation information.
Social Work Student Orientation Checklist to be completed at the Agency
To be completed via IPT as part of student’s Learning Plan. Thorough orientation to the agency and completion of this check list is vital as a safety measure, a way to reduce risk and liability for the student, the agency and the school.

Field Practicum Seminars
The Seminars are designed to supplement and integrate the generalist content students receive in their concurrent courses. In the Foundation Field Year, the seminars meet every week, at first, and then biweekly. During the Advanced Field Year, seminars meet on biweekly throughout the year. These seminars address specific skills, topics, issues, concerns related to the field practicum experience.

The Field Practicum seminars provide a framework for social work generalist practice. The seminars are designed to:
- integrate field and classroom learning;
- assist student’s learning in understand their cases in terms of applicable theories;
- integrate experiences, e.g. practice with content from another course, such as policy or research implications;
- practice skill application and development via role-playing, love supervision, vignettes, and exercises;
- allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self;
- learn and provide feedback in a group process framework, specifically with the focus on student’s verbal and non-verbal communication skills;
- address “gaps” between course work at SDSU and practice experiences; and
- facilitate in developing the student's role as a social work professional; and
- support a network for students.

Client Systems Assessments
Students are encouraged to complete a bio-psycho-social client systems assessment on each client that is assigned to them. A suggested outline is provided in the Client Systems Assessment Outline, located on the Field Education Web pages, Forms, MSW I – SW 650. Note that if these items are included on the agency assessment forms, the student may choose to use the agency form, if his/her field instructor agrees. Every agency setting will have a different psychosocial assessment tool and students can choose the most appropriate format with their field instructor. The goal is for foundation year students to become competent in case conceptualization and completing psycho-social assessments including micro, mezzo and macro dimensions.

Learning Plan / Educational Contract
The learning plan provides each student with the opportunity to participate in the planning of his/her field education experience, clarifying expectations for the student, the field instructor, the task supervisor, the field faculty, and the field education coordinator. The function of the learning plan is to operationalize the practicum goals and objectives by outlining specific student learning activities in the field practicum and the means by which their achievement will be assessed. Learning Plan Form is completed via IPT.

The graduate level learning plan addresses the ten core areas found in the Field Education Comprehensive Skills Evaluation instruments and facilitates the student in individualizing his/her learning. A written learning plan/educational contract is developed with the consultation and
assistance of the field instructor. This plan will be completed by the 4th / 5th week in field practicum, signed by the field instructor and student, duplicated and signed on IPT and sent to field faculty for review, by the sixth week of field, for review and signature. The student, field instructor, and field faculty will keep finalized electronic copies.

The learning plan shall incorporate relevant readings and other activities to address student’s individualized learning goals and objectives, which have been identified. Since this is a working document, the learning plan needs to be revised by the student’s evaluation (at the end of the semester) and/or any time revision is appropriate. All revisions need to be discussed, approved, and signed off by the student, field instructor, and respective field faculty.

*Note: The student is required to write a new learning plan/educational contract if the student is placed in a new field practicum site during the Fall or Spring Semesters.

**Internship Logs**

This course assignment functions as an accountability tool, e.g. tracking how the students are spending their professional time in the agency; ensuring supervision is conducted on a weekly basis; reviewing course curriculum requirements being held; etc.

Log is to be reviewed, completed and signed-off on a weekly basis with your field instructor and in supervision. Field instructors sign for the completion of all hours at the end of the semester on the front page of the Comprehensive Skills Evaluation. (Logs are not turned in to the school.) A Time Log Template is available on the web site under “forms”.

**Agency Site Visit(s) with Field Faculty, Field Instructor, and Student**

Field Faculty schedule a minimum of one agency visit in the Fall Semester each year; three-way meeting (field faculty, field instructor, and student). Student learning plans, field course requirements, field instructor or student concerns are reviewed and discussed.

Field instructors and students are informed that the field faculty are available for immediate consultation and may provide additional agency visits as need. Agency site visit(s) are held as part of the student’s 16-hour or 20-hour per week internship hours and are held at the agency site.

**Process Recordings, Educationally Based Recordings and Agency Recordings**

The use of recording as a teaching and learning tool in the field practicum experience is strongly encouraged by the School. A variety of types of recording for educational purposes can be used by the student. The most common type of recording is the “Process Recording” - a written account of the interaction between the student and the client(s). The process recording allows for an account of the actual content during an interview session, as well as the dynamic interaction which is taking place. Process recordings should also include a clear statement of the purpose of the interview, the student’s impressions and assessment of the interview, and plans for the next session. Other types of educationally based recording include selective process recording, group recording, summary recording, developing of agendas, etc.

Educationally based recording has a significant value for the student’s professional learning and growth. It assists the student in rethinking the interview process, remember interventions and
integrate theoretical and practice materials, in preparation for supervisory conferences and further learning of practice skills.

Field Instructors and students are encouraged to use other learning tools, such as audio tapes, video tapes, observed interviews, and one-way mirrors in place of written recordings. The Field faculty may wish to review the recordings during the scheduled agency site visits, or may request an example. (Confidentiality of the client will be preserved at all times.) Field instructors will receive suggested formats of educationally based recording, as well as other pertinent references. Additionally, students are responsible for any recording/documentation required by the agency itself for its own records and files.

For the Foundation Year, a minimum of two (2) process recording are required for the Fall Semester and two (2) recordings for the Spring Semester.
For the Advanced Year, a minimum of two process recordings are required for the Fall Semester and Spring Semester.

Students discusses with their field instructors and assigned field faculty the process recording procedures, how they will be informing their clients of this process, how to document process recordings and due dates involved. It is the field instructor’s professional judgment as to how many process recordings, which clients to choose and how many clients to utilize process recordings with. The field instructor shall, ideally, provide written feedback on each process recording within an appropriate time frame and discuss the recording in order to further the student’s learning and growth.

Refer to Process Recordings formats, located on the syllabus.

**Evaluations**
The process of evaluation of student performance is continuous throughout the field education program. The student is required to take responsibility for learning, progress, and self-assessment. The student's own appraisal is consistent with a philosophy that encourages self-determination, self-awareness and motivation toward the highest level of development possible for the individual. Therefore, each student is required by the field instructor to actively engage in the evaluation process. All evaluations are expected to be joint ventures in which both the student and field instructor participate, with the field instructor carrying the final responsibility.

a. At the end of each semester, the course requires the student to write a self-evaluation, in accordance with his/her learning plan, identifying his/her strengths, limitations, progress, and future goals.

For format and suggested guidelines, please refer to the form available in IPT.

b. The MSW I or the MSW II Field Education Comprehensive Skills Evaluation is meant to assist the field instructor and student in identifying learning needs, and assessing progress toward the overall objectives. The deadlines for completing and submitting the written report are delineated in the Field Education Calendar. The field instructor is encouraged to observe the due dates to ensure that the student is able to submit their Comprehensive Skills Evaluation in a timely manner.

Student performance expectations are sequenced over two years of the field practicum, thus they are continuous and progressive in nature. The rate of this progression is dependent upon
the individual student, but each student should achieve the minimum expectations for each semester and ought to show sustained growth throughout the year.

Field performance expectations are organized into ten core skill areas per CSWE's 2008 EPAS (Educational Policy Accreditation Standards).

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Basic expectations in each of the above ten core areas for each of the four semesters have been delineated in the Comprehensive Skills Evaluation. Each core area contains particular objectives and behavioral measures that are used to evaluate the student’s performance. The student must demonstrate an adequate performance/skill in all ten areas to receive a grade of “credit” in the field course.

Failure to obtain ratings of “2” in all of the minimum competencies will result in the student engaging in a “Student Performance Agreement” process, or discontinuance of the student in the fieldwork placement, and a grade of “NO CREDIT”.

Evaluations are submitted via IPT. Students should keep a hard and electronic “soft” copy for their records as old forms are “archived” in IPT and are no longer available after the academic year is completed.

The field instructor is responsible for facilitating a meeting with the student, task supervisor, and herself/himself, to evaluate the student’s performance. The student’s signature signifies that s/he has read the evaluation.

Each evaluation contains the agency name, the names of the student, field instructor, and field faculty (and the names of task supervisors when appropriate). The student receives a copy of the written evaluation. If necessary, the student can submit a written addendum to an evaluation when there is an apparent difference with the field instructor’s point of view. This addendum needs to be shared with the field instructor and the field faculty. The evaluation is reviewed by the field faculty, signed, and immediately filed in the student’s record.

This evaluative instrument should be reviewed on a continuous basis with your field instructor. The field instructor can complete this form on the computer, then download for required signatures and dates, and hand into assigned field faculty by the required due date.
Mid-Semester Comprehensive Skills Evaluation

The field instructor may complete a mid-semester evaluation only when there are concerns regarding the student’s performance, detected early on. The mid-semester evaluation addresses both the student’s areas of competence as well as trouble spots, suggesting the need for special attention. The timing of this evaluation is purposely designed to afford enough time to introduce remedial actions, if necessary. Also the Student Performance Agreement meeting will be held with the field instructor, student, faculty, and field education coordinator, in order to assess, evaluate and document specifics as to how the student need to raise his/her performance level to achieve a satisfactory outcome in the field practicum course.

c. The following evaluations are required at the end of the academic year. Refer to the General Field Education Calendar for due dates:

- Student Evaluation of Field Instructor & Agency Practicum Learning Experience
- Student Evaluation of Field Faculty

It is considered ethical professional practice for students to complete the "Student Evaluation of the Agency and Field Practicum Learning Experience" and the “Student Evaluation of the Field Instructor” at the end of the academic year. These evaluations forms will be sent to each field practicum student during the last three weeks of the spring semester, via the student’s email address. The student will be able to complete the evaluations on-line and submit them on-line to the School of Social Work by the course calendar due date.

V. SCHOOL OF SOCIAL WORK ADMINISTRATIVE POLICIES FOR FIELD EDUCATION

Please note all school policies and procedures impacting field education applies to both the Baccalaureate and MSW Field Education programs.

HOURS - Requirements

1. In most internships field practicum hours are scheduled during normal agency hours of operation (8:00 AM - 5:00 PM), Monday through Friday. Weeknights and/or weekend field placement hours are only available in a small number of agencies. In the majority of internships a small portion of practicum hours may take place after regular agency hours (a weeknight), provided there is appropriate professional supervision, i.e. the field instructor, at the agency. Field Faculty instructor and the Director of Field Education must pre-approved in writing (email) any non-regular day working hours due to liability and insurance coverage issues.

2. Field practicum hours will be “clocked” throughout the Academic Year period only. Students may not “bank” hours and complete their field practicum prior to the end of the field placement period.

3. Students are expected to adhere to the field practicum calendar for all field education activities, including beginning and ending dates of field placement, and identified winter/spring break periods. University Holidays are indicated on the Field Education Calendar (Thanksgiving Holiday: 2-days, Veteran’s Day, Winter Intercession, Cesar Chavez Holiday observance, and Spring Break). Students cannot be in their field internship during University Holidays, when the campus is closed. If a field practicum
day falls upon an agency observed holiday which is not observed by the University, the student must make up the missed hours. Refer to “Holiday Policies”.

4. If a student misses hours/days in field placement due to illness, special circumstance, or if a field day falls upon an agency observed holiday which is not observed by the University, missed hours must be made up. A plan for making up missed hours should be completed and shared with the field instructor within one week of the missed days.

5. Practicum hours will be determined by the student’s course work schedule, including the field course seminars, and the agency schedule. Students are required to be in their field placements for a minimum of a 4-hour block of time. Students should plan to discuss their schedules with the assigned field instructor during the agency placement interview and/or when they are notified of their placement confirmation.

6. Students are expected to remain in the same field placement for the entire Academic Year Period. At the discretion of the field instructor, field faculty, Director of Field Education, problem resolution will occur in a situation where a change is necessary or advisable.

7. While enrolled in the field practicum, students will participate in the required field practicum seminars, which meet throughout the Academic Year. Attendance and participation at the field practicum seminars are mandatory. The hours in the field seminars do not count toward the required 480 Baccalaureate Program Field Experience or the 1050 MSW Program field placement hours.

8. No field practicum credit will be given for any student’s prior work or educational experience.

9. Some agencies offer field practicum students extended experience as paid staff following the field placement period. The University has no involvement or responsibility for the student, and hours worked under these circumstances and these hours may not be counted for subsequent field practicum hours.

ATTENDANCE AND ACCOUNTABILITY
Students are expected to comply with the normal working hours, personnel policies, and practices of the field practicum agency in which they are placed.

Students are expected to defer family vacations so they do not cause absence when school is in session.

Any anticipated, necessary absences must be negotiated with the field instructor and field faculty immediately, and must include plans to make up the time.

In the event of unanticipated absences (illnesses or emergencies), students must notify their respective field instructors immediately, or as soon as possible, and the field faculty instructors/liaisons should be informed, as well. Failure to notify the field instructor can result in discontinuance of the student in the field placement, and a NO CREDIT grade. Please refer to “MSW Grading Policies and MSW and Undergraduate Hour Requirements for Field Practicum”.

If the field instructor is unavailable, it is the student's responsibility to be certain the agency is aware of their absence. Each student should discuss with their respective field instructor how to handle emergency contact situations.
Missed hours must be made up if a student misses hours/days in the field practicum agency due to illness or special circumstances. A plan for completing missed hours should be arranged with the field instructor within one week of time missed.

Attendance is also mandatory at the field practicum seminars and field practicum orientation seminars. Refer to respective course syllabus for required lab attendance and accountability.

HOLIDAYS
Students should refer to the Field Education Calendar for official university holidays, during which time they are exempt from field internship. Students should be certain that their respective field instructors are aware of these dates. However, some agencies may be closed on days that are holidays for the agency, but not for the university (e.g., Jewish faith-based agencies, or some nonreligious holidays, such as Columbus Day).

Students whose agencies are closed on days that are not university holidays are expected to make-up the hours for the days missed before the end of the semester in which the holidays may have occurred. Students who miss any field internship days for personal religious reasons must make up the hours before the end of the semester in which the holiday occurred. The field instructor and field faculty should be advised in advance in writing of all such absences.

MAINTAINING STUDENT ELIGIBILITY FOR FIELD PRACTICUM
1. In order to qualify for the field practicum internship and begin social work practice as interns, students are required to be academically, behaviorally and ethically appropriate. The student must be able to fulfill the conditions encompassed in the following policies and procedures in order to be admitted and continue in the field practicum internship.

2. Students must maintain a 3.0 GPA for the MSW Program and a 2.0 SDSU overall campus GPA prior to the initial enrollment in field education and throughout the entire field practicum period. Notification of students who are on academic probation which affects their Field Practicum status will be coordinated by the Undergraduate and/or Graduate Advisor, and the Director of Field Education will be informed.

3. Students shall demonstrate at all times:
   a. Emotional maturity, exhibiting consistent professional responsibility;
   b. Stability to succeed in the field learning environment;
   c. A professional manner consistent with social work;
   d. Being free of substance abuse while attending Field Practicum;
   e. Understanding of and adherence to the NASW Code of Ethics, and commitment to social work professional values, beliefs, etc. and
   f. Consistent professional boundaries.

4. Deficiencies in these areas will result in the immediate delay and/or termination of Field Practicum/Field Placement process. In addition, students with deficiencies in these areas will be recommended to the Student Affairs Committee for review and for possible disqualification from the School of Social Work program. (Please note that the aforementioned behaviors are to be complied with beginning when the student has been accepted to the School of Social Work program, Baccalaureate or MSW, and includes the field placement process and the student’s continued enrollment in the program.)
5. On-going active major mental health and/or substance abuse problems will substantially interfere with learning and professional performances. Current problems in these areas may result in referral to SDSU SDS, delay of placement and/or recommendation for Program disqualification. The student is encouraged to consult with his/her Field Instructor, Field Faculty, Field Director regarding these difficulties.

6. Students’ behavior shall conform to the ethical standards set forth in the:
   - NASW Code of Ethics
   - Social work values and
   - Laws directing social work practice

7. Violations will result in the immediate termination of Field Practicum/Field Placement process. In addition, students will be recommended to the respective Advisor and Student Affairs Committee for review and for possible disqualification from the School of Social Work program.

8. Students must adhere to the Council on Social Work Education (CSWE) Curriculum policies and standards and thus the School’s Curriculum and Field Education policies, standards and procedures. Violations will result in delay of placement, recommendation for disqualification, and/or recommendation to the Student Affairs Committee for review.

Examples of professional boundary violations resulting in delay in Field Practicum/Field Placement process, termination, or disqualification from program:
1. Exhibiting behavior in class or field practicum that is assessed by faculty that indicates an inability to perform with the maturity, sensitivity, or wisdom required for satisfactory social work practice. For example: Insubordination with field instructor, agency staff or field faculty, refusing to comply with directions.
2. Exhibiting unethical behavior in a situation where the student knew or should have known that the behavior was unethical.
3. Applying practice outside the scope of social work practice (i.e. dispensing of medications, providing legal consultation, & providing financial planning).
4. Violating professional boundaries by engaging in dual relationships with clients.
5. Exploiting professional relationships for personal gain.
6. Incompliance with agency policies and procedures.
7. Violation of confidentiality or privileged information expectations.
8. Misrepresenting self as other than social work intern during placement in Field Practicum.
10. Continuance of relationship with client after termination of service.
11. Providing counseling to friend or family member.
12. Providing services and/or interventions in exchange for direct compensation (money) and compensation other than money.
13. Providing clients with personal telephone number.
14. Using information obtained from clients for career gains.
15. Engaging in sexual activities with clients or former clients.
16. Inability to respect human diversity.
17. Inability to appropriately build helping relationships.
18. Being grossly negligent in the practice of his or her profession.
Procedures:

1. Field Education Faculty will review the student’s Field Application Forms and evaluate any information which suggests that the student might have difficulty in field according to the above policies.
   a. Such evaluation may include, but is not limited to, verification of academic record, review of student file, consultation with other faculty and/or agency supervisors and student interview.
   b. If based on this evaluation, the Field Education/Placement Faculty determines that there is a problem/concern; she/he will consult with the Director of Field Education before referring the student for a placement interview.
   c. Following consultation with the Director of Field Education, if there is sufficient reason to conclude that the student is not suitable for the field practicum, the Field Education Director and Field Faculty will:
      i. Meet with the student to discuss concerns and reasons for ineligibility, or inform student in writing;
      ii. Meet with the student to discuss and/or inform the student in writing of, what steps, if any, might be taken to meet requirements and/or;
      iii. Recommend remedial actions to be taken and refer student for evaluation review by his/her respective advisor and/or;
      iv. Recommend the student for review at the Student Affairs Committee and/or disqualification from the undergraduate or graduate program.

2. If after a field placement interview by an agency, a student is rejected for placement, the Field Education Faculty will determine whether or not the rejection was caused by concerns about the student’s professional behavior or ability to deal appropriately with the practicum learning experience.

3. Please note that if a student fails two Field Placement interviews by two different agencies, the student will immediately be ineligible for the Field Practicum and will be removed from the Field Placement process.
   a. If this is the case, the Director of Field Education will request a statement in writing from the agency before initiating another field placement interview referral or implement procedures outlined in #2.

*Please refer to the Field Placement process policy for further detailed information.

4. If it is determined by the Field Education Director, based on the recommendation of the Field Education/Placement Faculty, that there is sufficient reason to delay placement, the Field Education/Placement Faculty will:
   i. Inform student what is needed for Field Practicum readiness.
   ii. Document this for the student and the student’s file (along with the student’s response).
   iii. Notify the Undergraduate or Graduate Student Advisor.

*Field Education Faculty is obligated by CSWE requirements to share information with prospective field placement agencies regarding potential problems.

5. The student will be responsible for knowing all requirements, responsibilities, policies, procedures, due dates, and changes in Field Education curriculum in the event of the delay of the field practicum. Students may wish to consult with the Undergraduate or Graduate Student Advisor and the Director of Field Education Director.
6. All information regarding field problems, evaluation and resolution will be documented by
the appropriate faculty and placed in the student’s file. Student will receive a copy of
documentation upon request.

7. All of the above policies and procedures will continue to be in effect after field practicum
is confirmed. The Field Faculty assigned to the student will continue to monitor the
student’s professionalism in place of the Field Director.

8. Students are expected to remain in the same internship for the entire field practicum
year. If a situation develops where a change re-placement is necessary, specific steps
will be taken to address the need for and subsequent transition. Only the field faculty
instructor and the Director of Field Education will determine if the student is eligible for a
re-placement in another agency.

CONFIDENTIALITY, LEGAL AND ETHICAL STANDARDS

1. Students shall adhere to all policies and procedures regarding confidentiality and client
rights of the field practicum agency in which they are placed. Students shall abide by the
laws, ethics, and values regulating social work practice.

2. Students have the responsibility of understanding and ensuring to the protection of client
confidentiality and right to privacy. Any case material which is used for educational or
instructional purposes must be completely disguised so that total anonymity of the client
is assured. All case material required for the School’s educational purposes shall be
gathered from the field practicum experience (not from an employment or volunteer
experience).

3. Please refer to school policy, “On Maintaining Client Confidentially” (Milstein &
Rasmussen, 2000), located in the graduate and undergraduate student handbooks, and
on the SSW Web site> Field Education Forms at

4. Any agency materials or information used for professional, educational, or instructional
purposes must be cleared for use by the field instructor.

5. Student interns shall be professional and act in accordance and compliance with the
laws, social work values, ethics, and SDSU academic standards, including the NASW
Code of Ethics-1999 and 2008 revised (www.socialworkers.org/pubs/code), which
govern social work practice.

6. Felony / misdemeanor convictions depending on the severity, duration, time frame, type,
can lead to: an academic year delay in field placement; immediate field practicum
ineligibility; and/or disqualification from the School. Each case is reviewed in relationship
to the requirements of the SDSU School of Social Work policies, curriculum
requirements, laws, ethics and values directing the standards in the social work
profession. Misrepresentation and/or omission statements will be considered for
immediate ineligibility for the SDSU SW Field Education courses. During the academic
year, field practicum agencies may check for recent arrests, convictions, and violations
of NASW Ethical Codes. Please note that agency policy and/or legal issues may be
cause for termination from the field practicum and thus, the field practicum course.
7. Students are responsible for adhering to the laws, legal, and ethical issues involved in the social work profession, and specifically in the State of California. Field practicums should familiarize the students with the following: child abuse and neglect reporting laws and procedures; elder abuse reporting and procedures; suicide and homicide reporting; Tarasoff Decision; voluntary vs. involuntary hospitalization (5150 LPS Act); gravely disabled; privileged communication; informed consents, release of information; scope of practice; safety and risk management issues; and any other potential high risk situation that students may be exposed to.

8. Violations of confidentiality or other ethical or professional principles shall result in the student’s termination from the field practicum, referral to the Graduate or Undergraduate Advisor for review; referral to the School’s Student Affairs Committee for review; and automatic referral for disqualification from the MSW or BASW Program.

*Please refer to “Maintaining Student Eligibility for Field Practicum” policy and procedures.

RESOLUTION OF PROBLEMS IN FIELD PRACTICUM
The School of Social Work is strongly committed to helping students maximize their learning opportunities and experiences in an educational field practicum placement.

Potential problems and demonstrated difficulties need to be identified, addressed explicitly, proactively, professionally and acted upon immediately to allow resolution and/or corrective action as necessary. Every effort is made to assure that student’s rights to due process are protected, as well as assuring the appropriate protections to agency and client interests.

Agency issues may include problems related to the agency’s ability to provide an appropriate learning experience due to agency changes, etc. administrative and/or policy changes that may negatively impact the placement experience, etc., unexpected loss of a qualified field instructor, etc. These situations are handled by the field faculty, with consultation from the Field Education Director. The final decision to move a student to a different placement setting will be made by the Field Director. The selection of the new field practicum will be guided by the field faculty’s recommendations, available sites, and the learning needs of the student.

Student Performance Issues*:
Student performance issues may include problems related to the student’s demonstrated performance in professional practice areas, including but not limited to: demonstrated performance in the core competency areas of the Comprehensive Skills Checklist:
• Issues regarding ethical and professional behaviors such as inappropriate behavior in the agency
• Violations of the NASW Code of Ethics;
  o Inability to complete assigned tasks and responsibilities;
  o Inability to appropriately develop helping relationships with clients; and/or
  o Inability to respect human diversity.

When a student is having difficulty with their professional performance, early intervention is essential. When an area or concern is identified, the following sequence of activities should occur:

Procedure:

1. Supervision discussion between student and field instructor to clarify the problem area(s) and issue(s); identify strategies for improvement and expectations for change.
   a. Field Instructor will communicate to the student the issues and concerns, including identified obstacles to the student’s learning and adequate performance, and may identify specific activities and steps that need to be taken to resolve the problem areas.
   
b. Field Instructor will complete a consultation telephone call with the Field faculty.
   c. Possible Outcomes:
      i. Identified problems are resolved and placement continues;
      ii. Identified problems are not resolved; proceed to step 2.

2. Formal conference between student, field instructor, and field faculty to discuss the problem constructively, in an issue-oriented manner.
   a. Either student or the filed instructor, or both, communicate the problem to the field faculty instructor/liaison.
   b. To ensure due process for all concerned, the field faculty will communicate with the student and field instructor, individually prior to a 3-way conference.

3. Student - Field Instructor - Field Faculty / Director of Field Education Conference
   a. A three-way conference is held between student, field instructor and field faculty/director of field education to review identified problem areas and obstacles
to resolution. At this meeting, the field faculty should have an opportunity to
review evidence of the student’s work in the field practicum, including recordings,
feedback from secondary field instructors, further case documentation, and a
review of possible outcomes and consequences.

b. The Director of Field Education is available for consultation and will be available
to attend this conference when requested.

c. During the conference, the “Student Performance Agreement” is developed,
including the performance issue(s); remediation steps; expectations for change;
time frame for remediation; evaluation process; and review of possible
outcomes/consequences.

d. Immediately following the conference, this “Student Performance Agreement” is
written by the field instructor, with assistance from field faculty, clearly identifying
each of the above areas. The field instructor and student sign the contract and
send the original and a copy to the field faculty. The field faculty signs the
Agreement, copy and delivers the agreement to the Field Education Director for
review and signature. All participants will sign the agreement and will receive a
copy. This signifies agreement by all parties to the content and conditions
contained in the contract.

Possible Outcomes:

1. Student follows through with remediation plan resulting in satisfactorily completion of
contract within specified time frame.

2. Student attempts to follow through with remediation plan, but does not show progress or
satisfactorily meet the conditions of the contract within the specified time frame.
Additionally, student does not demonstrate the potential to successfully complete the
terms of the contract. Student is terminated from the field practicum with a grade of No
Credit in field practicum.

3. Student does not follow through with the remediation plan, and therefore, does not
satisfactorily meet the conditions of the contract within the specified time frame. Student
is terminated from the field practicum with a grade of No Credit in field practicum.

4. Student refuses to sign the “Student Performance Contract” and does not satisfactorily
meet the conditions of the contract. Student is terminated from the field practicum with a
grade of No Credit in field practicum.

Termination from the field practicum, with a grade of No Credit will be authorized by the
Director of Field Education, the course instructor of record. A student who is terminated
from the field practicum, with a grade of No Credit will automatically be referred to the
undergraduate advisor, graduate advisor, and possibly the Student Affairs Committee for
review.

In any situation when: a) there is imminent danger of harm to clients, to students, to
other professionals, etc.; b) breaches of client confidentiality; c) major apathetic
performances; d) unexplained absences; e) exhibiting display of inappropriate
professional boundaries; or f) other significant professional issues and ethical concerns,
the student will be immediately removed from the field placement and the above administrative procedures will be initiated.

These policies and procedures are in conjunction with the SDSU School of Social Work “Maintaining Student Eligibility for Field Practicum” policies and procedures. Please refer to this policy for further detailed information.

PROFESSIONAL LIABILITY INSURANCE
1. The University and all field practicum agencies require student liability insurance coverage. In accordance with the SDSU and Community-Based Organization Service-Learning Agreement, the University shall provide professional and general liability coverage for students enrolled in Social Work credential programs performing community service for academic credit (internships) through the Student Professional Liability Insurance Program (SPLIP) and the SAFECLIP (Student Academic Field Experience for Credit Liability Insurance Program) policy. Students do not need to obtain coverage on their own.

2. The student’s malpractice liability insurance coverage is not in effect for other than the assigned field practicum experience.

3. While students are enrolled in the field practicum, (SW 489; 650 or 750 or 755) the University will provide liability insurance coverage during the Academic Year period (Fall & Spring Semesters only). Students are not covered during University Holidays (Thanksgiving Holidays, Veteran’s Day, Winter Intercension, Caesar Chavez Holiday observance, and Spring Break).

4. A student IS covered during the Winter and Spring Breaks, either when the student is required to complete hours/assignments in his/her field practicum and has received an “Incomplete or Report in Progress” grade OR if they are volunteering their time at the agency to keep maintain continuity of care for their clients during school breaks. Field faculty need to be aware and to have pre-approved in a written plan before the end of the semester, if a student will be at the agency during school breaks to make up missed hours, or to volunteer their time. Field Faculty needs to have preapproved these hours to ensure that there will be an available field faculty available if any issues arise during the academic break period, when the student is in the field.

The Director of Field Education is responsible for knowing officially all students enrolled in field practicum and their field placement assignments for insurance and liability reasons. Therefore, it is imperative for the student, field instructor, and field faculty to immediately inform the Director of Field Education of any changes in field placement.

TRANSPORTATION AND TRAVEL
Usually agencies require students to have a car to perform field assignments that involve home visits, collaborative meetings, community work, etc. Please note that San Diego and Imperial Counties comprise an extensive geographical area, and public transportation is a limited resource. Therefore it is strongly encouraged for students to have daily access to a dependable automobile to commute to field practicum agencies and to carry out assignments required by the field practicum agency. Students should plan and expect up to an average driving time of one-hour each way between his/her residence and the field practicum site.
1. **Students are responsible for their own day-to-day field activities transportation.** Please note that not having dependable transportation will limit the student’s placement options. However, the school will make every reasonable effort to accommodate non-driving students.

2. Students who drive must show proof of a valid California driver's license, automobile registration, and insurance meeting the State of California minimum requirements when requested by the practicum agency prior to beginning their internship. They must maintain coverage throughout the entire field practicum period.

3. The University does not assume responsibility for any claims arising from the use of an automobile by the student in the completion of field practicum activities. The University does not assume responsibility for student travel expenses.

4. In accordance with School policies, students shall **not use their personal automobile to transport clients.** Students may transport clients in agency vehicles only after all agency driving training and insurance policies are met.

5. It is expected that the Agencies /Field Placements requiring major travel activities reimburse the students for mileage accumulated during the placement hours and for the major field practicum activities. No agencies reimburse students for the costs of getting from home to agency and return.

**EQUAL ACCESS AND OPPORTUNITY**

SDSU has a professional, cultural, and ethical commitment to provide a climate that enables students to realize their potential for excellence and that nurtures academic growth and professional development. The university takes pride in the diversity of its student body and employees, and affirms that this diversity enriches the work and learning environment of the campus. For this reason, the recognition of diversity in our university community extends beyond the limits established by federal or state laws or regulations.

In addition to fully meeting its obligations of nondiscrimination under federal and state law, SDSU is committed to creating a community in which a diverse population can learn, live, and work. Moreover, the atmosphere shall be one of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to professional rank, employment status, economic status, ethnic background, political views, or other personal characteristics or beliefs.

The university also takes seriously its responsibility to ensure equal educational opportunities for all students, including students with disabilities. This responsibility is based on Section 504 of the Rehabilitation Act of 1973, and on Title II of the Americans with Disabilities Act of 1990, which are enforced by the U.S. Department of Education, Office for Civil Rights.

San Diego State University affirms the equal worth of every individual and of distinct groups of people, and fosters fair and equal treatment and access for all members of the university community. Therefore, the university is committed to the principles of equal opportunity in education and employment, to policies and practices that ensure equal opportunity and consideration, and to the protection of civil rights.

It is the policy of SDSU to provide programs, services, and benefits, including employment, without regard to race, religion, color, ancestry, ethnicity, gender/gender identity, marital status,
pregnancy, national origin, age, mental or physical disability, sexual orientation, disabled veterans' status, Vietnam-era or other covered veteran status. (See: http://opm.gov/veterans/html/vgmedal2.htm).

SDSU STUDENT DISABILITY SERVICES (SDS)

1. Students who have disabilities that can potentially impact their academic performance in their field practicum courses may request special accommodations by contacting the SDSU Student Disability Services (SDS) and having an evaluation. If a student suspects he or she may have a disability, they should contact SDS and request an informational session with a SDS counselor. If the counselor agrees that the student’s concerns may reflect a disability, the counselor will refer the student for an evaluation.

2. If a SDS evaluation determines that a student has a disability and is eligible for academic accommodations, it is the student’s responsibility to inform the field faculty instructors. He/she should meet with their instructors and provide the necessary paperwork from SDS for appropriate academic accommodations. Please note that the Undergraduate and Graduate advisors, are available to expedite a student’s referral to SDSU SDS. Refer to the SDSU Student Disability Services web site at www.sa.sdsu.edu/sds for additional information.

3. For students in field practicum courses, requesting reasonable accommodations for their internships, the follow procedures listed are in effect:
   - Before the student field practicum application due date, contact SDSU Student Disability Services (SDS) for a consultation and an evaluation immediately;
   - Obtain letter from SDS stating the requested appropriate academic accommodations in internships specifically;
   - Obtain and provide a copy of the completed Release of Information form SDS for the Director of Field Education, Field Faculty, and Field Instructor for consultation with SDSU SDS; and
   - Inform the field instructor / agency field practicum directly or provide written authorization/documentation, with date, and signature for the School to inform the field instructor /agency field practicum.

4. Course instructors, field faculty, and field instructors are not responsible for adhering to the student’s academic accommodations, requested via SDSU SDS, after the fact (e.g. student informing field faculty and/or field instructor after internships have begun, after practicum assignments and presentations are due, at the end of the semester, etc.).

The SDSU Student Disability Services (SDS) office is located in the Capulli Center, Suite 3101; telephone # 619-594-6473; www.sa.sdsu.edu/sds.

USE OF CELL PHONES AND/OR PAGERS
Agencies may request that students utilize agency pagers and/or cell phones during their field practicum internship activities. Student use of these agency supplied devices is acceptable only during assigned field practicum hours. Under no circumstances should a student be expected to be available by cell phone, pager, or on-call status during hours in which they are not assigned for field practicum. Students are not expected to use their own personal cell phones or pagers for agency business.
WORK ACTIONS AND/OR STRIKES
The School of Social Work’s policy regarding student field placements and work actions and/or strikes will be based on principles of educational integrity. The following policies and procedures will focus on educational expectations, goals and objectives being met and maintained.
The interests of the students’ (both graduate and undergraduate) educational experiences are of primary consideration.

Work Action or Strike During Field Practicum Period:

If a work action or strike situation occurs in an agency where students are in placement during the course of the academic year, a variety of options may be considered:

1. Student may request not to remain in the field practicum setting (agency) during the period of the work action or strike. The student will be supported in this decision by the School and will suffer no academic consequences (unless the usual field requirements are not met - see below).
   a. The mandated field practicum hours missed during the work action/strike period must be made up by the student during the regular semester and break periods, and definitely before the next academic semester of field begins.
   b. For example, if a work action/strike occurs during the Fall Semester, the student will be required to make up missed hours (16 hours per week for MSW I Foundation Year students and undergraduate students; 20 hours per week for MSW II Advanced Year MSW students) during the Fall Semester and Winter Break intercession. All totaled hours must be completed before the Spring Semester begins.

2. If the student has completed at least 70% of the total # of hours required per semester, (but not the full total of hours required), the student will receive an “Incomplete” final grade for that particular semester. The grade of “Incomplete” will be changed only when the missed hours are made-up before the beginning of the next semester (according to the plan the Field Director/Associate Director, the field faculty, and the student have documented).

3. Decisions regarding missed hour make-up will be decided by the Director/Associate Directors of Field Education in consultation with the student, field instructor and field faculty.

4. Student may request to remain in the field practicum setting during the work action or strike. This option will be available ONLY when the School is assured that the educational integrity of the field work placement can be maintained. The student will supported in this decision and will suffer no academic consequences.
   a. This means that the supervisory requirements, caseload requirements and other field work expectations can be consistently met by the agency during the work action/strike period.
   b. The School will also be assured that there is no danger to the student during this work action/strike period.

5. Students who are employees of the agency involved:
   a. Whether the employee/intern is involved or is not involved in the work action/strike and is currently utilizing this agency as his/her field practicum site, the above policies will apply.
6. Students participating in specialized programs, e.g. IV-E Child Welfare Program; SD Mental Health Training Program; Pupil Personnel Services Certificate Program; etc.
   a. When the student is a participant in a specialized program, the same policies and procedures apply.

Work Action or Strike Before Field Practicum Period:
1. If a work action or strike situation occurs in an agency prior to the beginning of the field practicum period, no students will be placed for field practicum in that agency for that academic year.

2. If the agency reaches resolution of the work action/strike situation at some point during the academic year, the agency may be used for a mid-year placement depending on reassessment of the agency and its ability to meet the learning and educational expectations of the School. *This assessment will be completed by one of the Field Faculty.

Work Action or Strike Extending for More than Two Weeks:
1. If the work action/strike continues beyond two weeks (32 hours for MSW I and undergraduate students & 40 hours for MSW II advanced graduate students), a reassessment of the agency's ability to provide the appropriate supervision and educational experiences will be made by the Field faculty.

2. The Field Faculty and the Director/Associate Director of Field Education will consult and insure the student continuing his/her field practicum in this agency will have a sound and appropriate educational field learning experience (according to the School's field practicum policies and procedures).

If it is evaluated that the student will not be provided the full educational requirements and expectations in the field practicum setting, the student will be relocated to an alternative field placement site for the remainder of the academic year.

Procedures:
1. As the Field Director becomes aware of a potential work action or strike in a particular field placement setting (agency), it will be the responsibility of the Field Instruction staff to implement and act upon the above policies into action.

2. These policies and procedures will be distributed as soon as possible to:
   a. all students placed in the field practicum site involved in the work action/strike;
   b. field instructors, managers, administrative representatives, etc. in this particular agency; and
   c. field faculty and faculty members.

3. It is the responsibility of the student to review and fully understand these policies and procedures, consult with his/her field instructor and field faculty when beginning to make the decision to remain or not to remain in the field practicum site during the work action or strike.

   The Field Director/Associate Directors are available for additional student consultation when requested.

4. The student is asked to make a sound, professional decision based on all the facts and issues involved. Students will be requested to provide their assigned field faculty with
their decisions before the student takes any specific action, such as whether to be involved in the work action/strike or not; and whether to remain or not remain in the agency during the work action/strike situation.

5. At the same time, the Field Faculty instructors will be contacting the field instructors, in order to begin assessment/evaluation procedures of whether the student’s field practicum site will be able to provide the required supervision and educational experiences.

6. The assigned Field faculty will review the student’s decision with the student. If the student requests to remain in the agency, will be followed and supported. If the student chooses to not remain in the agency, then will be followed and supported.
   a. Hours that will be missed will be discussed between the student and field faculty and a written plan for hour make-up will be documented by all persons involved.
   b. The individualized plan will be reviewed by the Director/Associate Director and approved.

7. If the agency work action or strike seems to be extending (2 - 3 weeks), the Field Faculty will schedule a group meeting for all students involved to discuss concerns, issues, options, answer questions, review policies, and to provide a forum to alleviate problems, anxieties, etc.
   a. By the beginning of the third week, the above policies will be followed and placement policies and procedures for re-placing students will be initiated by the Field Faculty or the Director/Associate Directors.

DISASTERS
1. Should any type of disaster occur while students are at their internship, students should follow the safety protocols of their respective agencies, as well as use their personal judgment regarding their own well-being.

2. Should a disaster occur while students are in their field practicum labs, students and faculty will follow the safety protocols of the University.

3. Should the University decide to officially close campus during a disaster, students and field instructors / agency field practicum sites will be contacted immediately by email and/or phone (in accordance with the School Administration process and procedures) for students to leave the agency internship sites. Note in accordance with University policy when the University is closed, students will not be able to attend internships.

4. The School of Social Work will follow university regulations regarding time that is missed from internships and classes due to disasters.

SAFETY CONSIDERATIONS IN FIELD PRACTICUM
The following safety policies and procedures regarding student interns in the field practicum have been created in recognition of the fact that physical vulnerability of professional social workers and potential volatile situations in the lives of clients are current realities. While social workers may be more aware of these issues in urban areas, the issues of safety are relevant in all communities and settings.
1. The School is responsible for providing all students and field faculty with general written information about safety in the field practicum.

2. The faculty will address safety issues as they relate to the content of lectures and discussions in the classroom.

3. Each agency is responsible for orienting student interns to the safety policies and procedures in that particular field practicum. Such orientation should include, but not be limited to: a) discussion of safety issues in the community, including students conducting home visits, etc.; b) discussion of safety issues within the agency building(s); and c) safety issues with particular clients exhibiting high risk behavior and/or prone to violent behavior. Security of personal belongings should also be covered. Procedures for the student to follow in the event of a safety or security problem should be reviewed in detail.

4. Students should not be forced to engage in assignments in which they feel physically at risk. The agency needs to make the same accommodations to ensure students’ safety as they make for staff. If a student’s concerns about safety begin to interfere with the learning process, the field instructor should explore these issues with the student immediately and the field faculty should be contacted to facilitate exploration of the concerns.

**Procedures:**

1. The Field Education Faculty will distribute to all field practicum students, field instructors, field faculty, etc. a “Safety Tips in Field Practicum” which details general steps students can take in the field practicum to maximize safety and minimize security risks. Safety measures will be discussed in student Field Practicum Orientations and Seminars and followed up in discussions with the students’ field instructors and field faculty.

2. If an incident occurs in which a student is personally threatened or hurt, the field instructor, agency contact person or agency director will contact the Field faculty and the Director of Field Education immediately to discuss what actions the agency and School should take to ensure the student’s physical and emotional well-being. The School Director will be immediately informed of the situation.

3. The Field Faculty and the Field Education Director will: a) document the incident and the steps taken to address it; b) meet the student to assess the student’s readiness to return to the field practicum; and c) address any other issues relevant to the situation.

**SEXUAL HARASSMENT**

It is the policy of the San Diego State University School of Social Work, that in order to maintain an environment in which the dignity and worth of all students are respected, that harassment of students in their field placements is intolerable and unacceptable. It is seen as a form of behavior that seriously undermines the atmosphere of trust essential to the learning environment. Also, willful false accusations of harassment will not be condoned.

The School of Social Work recognizes that, the harassment policies and procedures adopted by San Diego State University may not apply to the harassment of a student in the field practicum agency where he/she is not an employee of the agency or where harassment is coming from someone who is not a University instructor. The following guidelines are provided in case there are situations or complaints regarding harassment of students (due to the unavoidable
subordinate position students experience in field placement at times). Harassment of student interns may include harassment from a field instructor, agency employee, community representative, etc.

1. Harassment may be defined as unwanted sexual advances, or visual, verbal or physical conduct of an inappropriate nature. May involve the behavior of the field instructor or any person employed by the field practicum agency of either gender when such behavior falls within the definition outlined below (the following is a partial list):

   a. Harassment of a student from SDSU is defined as unwelcome sexual advances, requests for sexual favors, verbal or other expressive behaviors, or physical conduct commonly understood to be of a sexual nature when:

      i. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s continued placement;
      ii. submission to or rejection of such conduct is used as a basis for decisions or assessments affecting the individual’s welfare as a student placed in the agency;
      iii. such conduct has the purpose or effect of unreasonably and substantially interfering with an individual’s welfare, academic, or professional performance, or creates an intimidating, hostile, offensive, and demeaning internship/educational environment.
      iv. Consensual relationships are deemed unwise and seen as professionally inappropriate when they occur between members of the teaching staff or other agency staff (specifically, in field for this policy) and students. A professional power differential exists in these situations in terms of the influence and authority which the one can exercise over the other. Also this type of relationship begins to professionally and ethically concern the NASW Code of Ethics (see Appendix Section).

2. Harassment of any student intern from the School shall not be tolerated from an field instructor, employee, or representative of the field practicum agency. To best ensure that students are placed in an agency environment free from sexual harassment, the following needs to occur:

   a. Each field practicum agency, including the field instructor shall receive a copy of the School’s policy, entitled, “Harassment in the Field Practicum” and a copy of the University’s policy/brochure, “Sexual Harassment is Forbidden By Law” (located on the next two pages of this manual).

   b. Any field practicum setting approved for use as a field placement shall provide the student with a copy of its own “harassment policy” utilized within the agency setting. Agency policies and procedures shall be reviewed in complete detail with the student. Students should be clear on who to inform and who are the designated persons to share the matter with.

The School, the Field Education Faculty, the Field faculty may also request a copy of this policy at any given time. If the agency has no such policy, the School of Social Work strongly urges that one be developed.

1. Each field practicum agency is responsible for orienting student interns to the harassment policies and procedures in that particular setting. This orientation should include, but not be limited to: a) discussion of harassment within the agency setting,
including professional and non-professional staff, field instructors, etc.; b) discussion of harassment issues with clients; and c) harassment from fellow colleagues.

2. If a student believes that he/she has been the subject of harassment in the field practicum setting, the student will notify the following personnel concerning the field: the field instructor; the field faculty; and/or the field education Director/associate field Directors.

   a. Any student who believes that she/he has encountered harassment is encouraged to discuss the concern with any one of the following persons at the University with whom she/he feels comfortable: Field Education Faculty mentioned above; the Graduate Advisor; Department Director; Dean of the College; Equal Opportunity Counselors; University Personnel Services; etc. Please refer to the brochure for further information.

   b. If the field practicum setting has a specifically designated individual or office to deal with these matters, that person or office should also be notified by the student. The student is strongly encouraged to notify agency personnel.

   c. The School faculty member receiving the report shall immediately notify the School Director, Director of Field Education, field faculty, designated Personnel Services officer, etc. and follow procedures in accordance with the University policies.

   d. Based on the exploration or investigation of this matter, the School shall ensure the student is safe and free from harassment. The resolution of the concern may include several options. For further information, please refer to the “Resolution of Problems in Field Practicum” policy.

Students following these procedures are in no way inhibited from pursuing other options such as bringing the matter to the attention of the School’s Student Affairs Committee, etc. No student intern will be subject to restraint, interference, or reprisal for seeking information about harassment or filing a harassment complaint, etc.

VI. FIELD EDUCATION ADMINISTRATION

Roles in Field Education
Field Education Faculty and staff are responsible for the implementation of the field education program in the School of Social Work at San Diego State University. They are responsible to students and to participating community agencies, in a mutual partnership.

Director of Field Education
- Has overall responsibility for Field Education program development and administration.
- Approves, in collaboration with field faculty, agencies interested in participating with the School of Social Work as a field practicum agency.
- Oversees development of relevant training materials for field faculty and instructors around issues of field instruction, supervision, and other relevant topics
- Provides ongoing support and assistance to the field instructors and field faculty to enhance the provision of an educationally focused field education program.
- Supervises field education faculty and field administrative support staff.
• Collaborates with other department faculty and staff to help ensure that the objectives of the Field Education sequence are achieved.
• Collaborates with other Field Directors locally, statewide, and nationally to ensure that the school’s program meets or exceeds national standards and is beneficial to students and our community partners.

**IVE Coordinator – Cal-SWEC Title IV-E Child Welfare Stipend**

• Implements general policy of Title IV-E program with the university, including student recruitment, screening, selection, tracking, job internships, and retention.
• Develops policies and procedures in integrating the Title IV-E program with the university’s program, including curriculum development; student support and advisement; and development.
• Teaches undergraduate field experience lab and advanced field practicum lab in administration concentration.
• Works with field faculty and/or agency representatives to develop and oversee appropriate field internships and experiences for Title IV-E stipend students, including involvement with both the university and community.
• Collaborates with other department faculty and staff to help ensure that the objectives and minimum competencies of the Title IVE-E Child Welfare program are achieved.

**Field Education Faculty / Liaison – member of the faculty, employed by the school of social work and responsible for communication with students and agency practicums as assigned.**

• Participates in the field application process for students as assigned in accordance with school policies, procedures, due dates, and timelines. Involves student placement, interview referrals, and confirmation process.
• Participates in the recruitment, screening, development, and evaluation of prospective agency field practicum sites, field instructors, and task supervisors for graduate and undergraduate programs. Includes conducting introductory practicum site visits, processing practicum applications, contracts, field instructor profiles, etc.
• Collaborates with the Director of Field Education and the Field Education Faculty to plan and implement educational experiences and activities for the graduate and undergraduate field education programs.
• Teaches and functions as field faculty in assigned field practicum courses, e.g. lab instructor, field liaison, conducts agency site visits, etc.
• Interprets school policies and requirements; monitors and evaluates students’ progress; evaluates field instructors and agency’s performance; mediates problems and/or disputes; immediately informs Director of Field Education of any student, agency, field instructors concerns and/or issues.
• Consultant to specified agencies and field instructors, including implementation of field education experiences as required. Provides ongoing consultation and collaboration with the field instructors to discuss questions and concerns, to enhance the effectiveness of the field practicum learning experience and the integration of classroom learning to ensure that satisfactory progress is being made by the students.
• Serve as the major link among the students, field instructors, field practicum agencies, and the school / SDSU.
• Coordinates, schedules, develops, and teaches course orientations, field practicum labs, field instructor trainings, and other field education events/projects as assigned,
in order to educate student and agency field instructors regarding curriculum, supervision, evaluation, and practice needs.

- Develops relevant written administrative and course materials, e.g. field manual, learning agreements, school policies that impact the field education curriculum and support the internships.
- Monitoring and evaluating liability, malpractice, and risk management issues for students and agencies. Provide due process, input, and feedback for agencies, field instructors, and students. Implements and collaborates with agencies regarding the SDSU – Field Experience Facility Agreement.
- Respond to emails and phone calls from students, field instructors, and community members in a timely manner and be responsive to students' needs for field and academic guidance as they develop their professional role.
- Reviews Field Practicum Agency and Field Practicum Seminar course assignments for, student self-learning opportunities and experiences being provided, as well as student performance, assessment and evaluation, grade recommendations, and future plans.
- Collaborate with other department faculty and staff to help ensure that objectives of the Field Education sequence are achieved.
- Evaluates assigned internship settings at the end of the internship period, making recommendations as to continued use of the setting.

**Field Instructor** – a member/employee of the agency in which the student is placed.

- Responsible to the SDSU School of Social Work for setting up the student’s overall educational program in the field practicum agency follow the school’s policies, curriculum and guidelines, in consultation with the field education faculty.
- Develops a plan for orientating the student to the agency and the community the agency serves.
- Provides ongoing, regularly scheduled, weekly individual supervision; including case assignments, review of agency policies and requirements, review of student goals, and evaluation for the student progress and performance.
- Aids intern in integrating classroom learning with field experience.
- Adheres to the school’s policies, procedures, curriculum, field education requirements, and the NASW Code of Ethics.
- Facilitates student attendance at agency meetings, seminars, etc. as vehicles for teaching.
- Provides adequate resources to the student to enable him/her to work productively (i.e. work space, cases, phone, clerical support, etc.)
- Maintains communication with the school through regular email and/or phone contact with the assigned field faculty instructor.
- Regulates the size and variety of student’s caseload and work responsibilities towards maximizing intern’s growth, and meeting his/her learning objectives.
- Facilitates and assists the student in developing his/her learning plan and incorporating the five core skill areas.
- Reviews educational process recording, make comments, and returns them to student for discussion in a timely manner.
- Continually evaluates student’s performance and professional growth and helps student work through learning issues that impede his/her growth.
- Assists students in developing self-reflection, self-awareness, and professional use of self.
• Completes fall and spring evaluations, using the comprehensive skills evaluation instrument, fully discusses this evaluation with the intern in a timely manner, meets school due dates, and facilitates transition and termination process.

Task Supervisor: an agency member/employee, who under the direction of the field instructor, takes responsibility for a piece of the student learning. May include:

• Teaching a specific expertise, skill, function within the social work scope of practice.
• Meeting with the student regularly for on the job assistance.
• On site task focused supervision.
• Feedback to student and field instructor regarding assignment and intern’s progress.

Student Interns: the learner, placed by the school in a field practicum agency site, to learn and integrate the knowledge, skills and values of the social work profession, under the direction of the field instructor, field education faculty, and following the SDSU school of Social Work field education curriculum, policies, and procedures.

• Adheres and follows school placement process and policies.
• Be on time for practicum, field instruction, and field practicum labs.
• Adheres and commitment to the NASWW Code of Ethics in and out of practicum experience.
• Open to constructive feedback.
• Pro-active in your role as learner, identify learning needs, and seek to meet them.
• Maintain agency standards, policies, and practice guidelines.
• Complete ad submit assignments on time to field instructor and field faculty instructor, i.e. orientation checklist, learning plan, process recordings, internship logs, evaluations, etc.
• Share concerns, issues, questions as they arise with you field instructor and/or your assigned field faculty instructor.
• Be self-reflective; take time to process feelings, thoughts, and actions.

Administrative Support Staff

There are two administrative support staff who offer part-time hours for the Field Education program, including the BASW and MSW programs, CalSWEC Title IV-E Child Welfare and Mental Health Training programs, and all the projects that have a field education component. They assist with various trainings and events on and off campus. They generate correspondence, notices, and materials required for meetings, orientations, and trainings, maintain the field databases and hard-copy files for approximately 300 students in internships, and over 300 agencies that affiliate with the school in support of social work field education.

VII. FIELD AGENCIES AND FIELD INSTRUCTORS STRUCTURE

Field instruction takes place in selected and approved agencies, located throughout San Diego and Imperial Counties only. These agencies represent a complete range of social services, and are approved based on the quality of their professional practice, their commitment to addressing social problems, their interest in participating in professional education, and their ability to make personnel and material resources available.
The School is affiliated with more than 300 agencies. The agencies must be pre-approved and confirmed by the School. Field instructors, employed and recommended by the agency, are responsible for teaching students in their field practicums. These instructors must also receive prior approval and confirmation by the School and are required to complete a one-semester Field Instructor Training Course. Each academic year, there are approximately 230 approved social work professionals who serve as active field instructors for our SDSU School of Social Work students. Students receive 1-3 hours per week of supervision from this qualified field instructor, which includes a minimum of one-hour per week of formalized, individualized, face-to-face, field instruction.

Please refer to below for further detailed School policies.

**Selection of Field Agencies**
The selection of an agency or program to be affiliated with the SDSU School of Social Work in its field instruction program is a joint process between the School and the agency. It is based on mutual commitment to the advancement of the profession of social work in the fulfillment of its professional and societal defined tasks on behalf of those whom it serves.

The field practicum setting provides the crucial context and content required for the student’s field experience. It is essential that the participating agencies in the field placement component of the School program be of the highest quality, both in the services they provide and with the staff they employ. Agency and School administrative support is essential and valued component of the practicum.

Effective field education requires a significant commitment on the part of the agencies. Thus, all agencies will be evaluated according to the following criteria:

**General Agency / Community-Based Organization Standards:**
1. Ability to provide exposure to diverse client/population/service delivery systems, with particular emphasis on cultural, ethnic, and social diversity. Also, the agency must be concerned with groups that have been consistently affected by social, economic and legal bias or oppression.
   a. Such groups include, but are not limited to, those distinguished by age, religion, physically or mentally challenged, sexual orientation, culture, race, gender, ethnicity, class, etc.

2. Agency standards and philosophy that is acceptable and respected in the practice community and by the School.

3. Presence of policies and practices reflecting nondiscrimination applied to clients, staff and students.

4. Adequate staffing patterns such that the agency can perform and maintain the service delivery mission of the agency without reliance on students.

5. Commitment to the School of Social Work, San Diego State University philosophy and mission in the training of social work professionals.

6. Agency willingness to complete and sign the “SDSU-Community-Based Organization Service Learning Agreement” (SLA) with the University’s Department of Contract and Procurement Management.
7. Ability to accommodate students for a successful field practicum site. In order for the students to perform their assignments in a professional setting the following will be provided:
   a. Adequate and appropriate work space;
   b. Appropriate equipment and supplies;
   c. Access to a telephone, etc.;
   d. Clerical/support staff assistance;
   e. Mileage reimbursement for travel and incurred services provided to clients;
   f. Appropriate number and type of professional activities (depending on the student’s concentration) for student assignments in accord with the School’s learning objectives and the student’s learning plan.

8. The number of students an agency can accommodate and its flexibility in being used for either undergraduate, first or second year graduate students is also significant.

9. While it may be necessary in some instances to place only one student in an agency, it is the general policy of the School to place no less than two students in an agency.
   a. The School’s goal is for “teaching units” - to ensure the possibility of peer learning, group supervision, diversity of student assignments, and economy of effort on the part of the School and the Agency.

10. Commitment to uphold the National Association of Social Work (NASW) Code of Ethics and professional social work values.

11. Financial Aid:
   a. Whenever possible, agencies are encouraged to provide stipends for students. It is not an expectation that field placement agencies participate in financing the student’s education, however, any financial assistance is highly useful.

Agency - Field Instructor Standards:
1. While it is the agency’s responsibility to nominate the staff members believed to be best suited to provide field instruction (by August of each year), it is the joint task of the School and agency to agree on the instructor’s competence before the appointment is final.
   a. ALL proposed field instructors recommended by the agency, must meet the criteria set forth by the School (please refer to the “Selection of Field Instructors” policies and procedures), must complete all required paperwork prior to the School’s confirmation of the field instructor and prior to the beginning of the Academic Year (by August), and comply on an on-going basis with the School’s policies and procedures.

2. Availability of a qualified Field Instructor who is an employee of the agency and who is available during the hours in which the student is in field practicum in the agency.
   a. With the Field Instructor being an employee of the agency and, as such, compensation for his/her services is the responsibility of the agency, as are other personnel matters.
   b. If the Field Instructor is not available on the agency site, the agency may recommend a contract consultant social worker for their field instructor. This is not preferred by the School, but will be accepted under special circumstances. Please note that it is the responsibility of the agency to contract with the field instructor and the contract is only between these two entities.
3. Willingness to modify the schedule of any employee selected to be a Field Instructor to assure that adequate time is available for teaching and student supervision activities, including meetings and/or training sessions that are held and required by the School.
   a. A minimum of one hour per week of formal, individualized supervision is required for each student. It is the School’s experience that Field Instructor’s time allocation for student teaching/consulting averages a minimum of 2-3 hours per student per week. Note: beginning students may require additional time.
   b. The person selected should agree to schedule vacations and other placement time off during University holidays and recesses (generally not during the academic year).

4. Ability to provide a back-up professional resource person (when field instructor is not present) for the student for informal consultation. When the field instructor is unable to provide the formalized supervision for longer than a one to two week period, another confirmed field instructor (previously certified) will be provided by the agency. This arrangement will be made as early as possible with the Student, Field faculty, and Director of Field Education being notified.

Additional Educational Standards:
1. Ability to provide a comprehensive range of learning experiences for students includes work with individuals, families, groups, communities, and organizations.
2. Commitment to educational objectives of an educationally based field practicum experience.
3. Staff development and training opportunities.
4. Availability of area of concentration (i.e., Direct Practice or Administration Advanced specialties for MSW students and Undergraduate) programs and activities.

Procedure:
1. Agencies interested in applying and being considered as a field placement/practicum site will provide a written statement (email or letter) addressed to the Director of Field Education, SDSU School of Social Work stating their intent.
   a. Due to Field Education Faculty time restraints, there may only be certain times of the calendar year when “new” agencies may be considered for field practicum sites for the following academic year (i.e., during Fall Semesters/Winter Intercessions).
   b. Due to specific time blocks for placing students at placement sites and the availability of existing field placement sites, it will be determined by the Field Education Faculty as to when (which academic year), the new agency will begin providing field instruction and be utilized as a formal site.

2. A “New Agency Packet” will be distributed to the prospective agency which includes: Selection of Field Placement/Practicum Agencies; Field Site Application Form; SDSU-Community Organization Service Learning Agreement; Overview of the Field Practicum Program; Selection of Social Work Field Instructors; Field Education, Academic Year, and Field Instructor Training Calendars; a brief overview of requirements for each Field Course; Field Instructor Resource Form; Task Supervisor Resource Forms; etc.

3. The agency administrator/representative will complete the Agency Site Application, the SDSU-Community Organization Service Learning Agreement, etc. and return the forms
to the School for processing, evaluation and confirmation of the agency to be utilized as a field placement/practicum site.

a. The agency’s proposed new Field Instructor will return his/her completed, required paperwork for evaluation. Approval of the agency is a separate process from confirming the Field Instructor.

b. Emphasis for agency selection will depend on the above criteria being met.

4. A site visit to the agency will be made by the Director of Field Education, or the Field Education Faculty. Ideally, site visits will be made prior to the placement of students within the agency.

a. In rare cases, the agency may be approved and the assigned Field Faculty will review the agency’s suitability as a field practicum site during the scheduled student-field instructor-field faculty meetings (Agency Site Visits).

5. Upon agency confirmation for use as a field placement site, the School will distribute additional resource materials to assist the agency in:

a. preparing for student’s field experience;

b. understanding the basic and specific requirements and expectations provided by the School;

c. becoming aware of annual mandatory field instructor orientations and trainings; etc.

6. Field practicum agencies will be *evaluated at the end of each semester* by both the Student and the Field Faculty. Areas of evaluation will include:

a. the agency’s ability to provide a comprehensive educational experience;

b. the quality of the instructional abilities of the field instructor;

c. the nature and volume of the assignments given the student;

d. the overall educational activities, instruction and impressions of the agency;

e. how well the agency is adhering to the above policies/standards and procedures.

**Selection of Field Instructors**

The Field Instructor is a key influence in the professional education of social work students. A major factor in the success of a field instruction program is the selection of highly qualified and experienced field instructors.

Field Instructors play a vital role in the professional development of the students; providing them with the learning experiences and an introduction to social work practice in the agency setting, but also serving as a professional role model in the field of social work. Thus, the selection of field instructors must be considered carefully by the Agency and the School.

In accordance with CSWE Curriculum policy and standards, and SDSU School of Social Work policies and procedures, the following factors are taken into consideration when selecting and confirming field instructors:

**Criteria for Social Work Field Instructors**

1. Possession of an MSW from an accredited School of Social Work.

   (Disciplines/credentials other than MSW’s will be considered on a case by case by the Director of Field Education and field faculty.)
2. A minimum of two years of post-master’s experience in social work. It is preferable that the field instructor holds a License in Clinical Social Work (LCSW) or be a member of the Academy of Certified Social Workers (ACSW from the NASW).

3. Commitment and availability to participate in required University activities: Annual Field Instructor Meeting and Orientation; series of Field Instructor Training Seminars (approximately two in person three-hour seminars and completion of the On Line Field Instructor Training Course); meetings with the assigned field faculty; etc.

4. Interest and demonstrated skill in teaching and in providing educationally-focused supervision.

5. Well integrated knowledge and understanding of agency program area in which the student will be located for field placement. Recognized and demonstrated competence in social work practice in the area in which the student will be placed. It is preferable that the Field Instructor will have been in his/her current position for at least 1 year prior to having a student.

6. Nominated or recommended by agency administration for suitability and responsibility as Field Instructor.

7. Availability in the agency during the hours in which students are in field practicum in the agency.

8. Commitment for the entire academic year (end of August through mid-May).

9. Commitment to providing a minimum of one hour of formalized, individual, regularly scheduled weekly supervision meetings with the student.

10. Ability to adjust workload to permit regular and adequate time for student instruction.

11. Provide suitable provision of a comprehensive orientation to the agency and its services; provide on-going orientation and in-services regarding pertinent issues, etc.

12. Ability to provide educationally focused case selection, case assignment, and activities for students in the agency according to the School requirements and expectations set forth.

13. Ability to collaborate and communicate effectively in both verbal and written form with the student and faculty in a timely manner. Ability to document concerns, issues and progress of students when necessary.

14. Upholds NASW Code of Ethics and demonstrates a strong commitment to social work values.

For BSW / BASW Degree Field Instructors only:
*In addition, the following additional criteria is used for the selection of Baccalaureate Program Field Instructors only:

Possession of a BASW or BSW degree from an accredited school of social work and holds a minimum of two years post BSW experience.
Items #2 - #10 listed above are identified as the same criteria for MSW and BASW/BSW field instructors.

**Task Supervisors**
It is the School’s understanding that staff from other professional disciplines collaborates with the Field Instructor in providing teaching and learning experiences for the student and/or there is not a professional MSW on site or involved in a specific program. These individuals are known as “task supervisors”. The use of task supervisors is supported to enrich the student’s experiences in the agency.

Thus, if the Agency identifies a specific learning experience for our students, e.g. a specific group; participating on a task force; a specialized learning program, etc. and another professional (psychologist, psychiatrist, licensed MFT) is responsible for said program, then the Agency will recommend this person to be a SDSU approved Task Supervisor.

The prospective task supervisor enters the same process as new field instructors, e.g. submitting the required paperwork, School review and confirmation, and attending the required Field Instructor Training Course for developing supervision styles, knowledge of the School field education curriculum, SDSU-Community-Based Organization Service Learning Agreement, and School policies. The field instructor maintains overall responsibility for the student’s specific teaching functions, assigning micro, mezzo and macro activities, and the student is ultimately accountable to the field instructor.

**Evaluation of Agencies and Field Instructors**
At the end of the fall and spring semesters, the undergraduate and graduate level students have an opportunity to evaluate their agency, field instructor, and field practicum learning experiences. Throughout the academic year, students have the opportunity to meet with their respective field faculty liaisons/mentors and provide feedback on their assessments of the field placements. During the academic year, the Field Education Faculty also provide on-going assessments of their assigned agencies and field instructors. The Director of Field Education reviews all field program evaluations for continued monitoring and evaluation purposes.

**ORIENTATION AND TRAINING PROGRAM FOR FIELD INSTRUCTORS**
The following field instructor trainings are intended for all baccalaureate and master’s level field instructors and task supervisors.

**Annual Field Instructor/Agency Orientation Meeting:**
The annual field instructor-agency orientation meeting consists of a half day workshop, held in mid-August every year. Approximately 185 field instructors and agency representatives, persons who will be supervising the first and second year graduate field students and undergraduate students attend. Generally, this meeting tends to be representative of the largest gathering of social workers in the San Diego and Imperial County areas, providing a strong professional linkage between the School and the community.

The orientation typically includes: a review of the field education calendar and updated evaluation performance forms for the academic year; an update on curriculum changes in the baccalaureate and MSW field and academic programs; field instructor-student scenarios; an
update of the academic social work profession, locally, statewide and nationally; faculty
presenting specific topics, e.g. generalist practice, their areas of research; survey results; guest
speakers discussing special county-wide issues relevant to our community.

Also, the field faculty sets up the Social Work Book Fair, offering field instruction, practice,
research, diversity, case study, human development, and the latest social work books offered in
our professional community. In addition, this meeting provides a forum for the San Diego and
Imperial County social work community at large and an opportunity to network, exchange ideas
and bring forth realistic practicum issues.

Field Instructor Training Course

Description

New field instructors and task supervisors are required to take a special course concurrent with
the first semester of field instruction.

The field instructor training course consists of eight ON LINE TRAINING MODULES
http://socialwork.sdsu.edu/field/instructor-resources/field-instructor-training/online-training-
modules/ and two “live”, in person seminars, held during the fall semester of each academic
year, for field instructors and task supervisors providing field instruction to SDSU School of
Social Work student interns. The purpose of the course is to train new field instructors with the
necessary knowledge and skills so they can effectively meet the range of educational
responsibilities in their role as supervisors of social work students. The general content areas
covered will address identification and application of relevant knowledge and skills, course
assignments, teaching concepts, methodology, and evaluation processes required in the
practice of field instruction. Field instructors will become knowledgeable in SDSU, School of
Social Work’s field education curriculum and course requirements. Discussions and audience
participation will include social work values, ethics, laws, cultural competence, etc. in the
supervisory relationship and practice.

Learning Objectives:

• Participants will begin to understand the role of field instructor in social work
  education.
• Participants will become oriented to the SDSU School of Social Work and gain
  knowledge in the School’s expectations of being a field instructor.
• Participants will become familiar with the central ingredients, which promote learning
  within the supervisory relationship.
• Participants will become familiar with the use of supervisory learning tools and the
  timing of their use according to the developmental learning needs of the student.
• Participants will learn skills in assessing student’s educational learning needs.
• Participants will develop increased awareness of diversity and its role in the
  supervisory relationship.
• Through various didactic exercises, participants will evaluate their own supervisory
  practice and skills.
• To provide a strong linkage between the field instructor in the community and the
  School of Social Work.

The contents of the field instruction course can include the following:

• Roles, tasks, and responsibilities of the field instructor;
• Advanced planning the beginning and middle phases of field instruction and intern
  supervision;
• Stages, patterns, and characteristics of adult learners;
• Principles of teaching-learning;
• Differential teaching methodologies;
• Use of recordings in field instruction;
• Evaluation processes in field instruction;
• Working with problem students; and
• The termination process in field instruction

Please refer to [http://socialwork.sdsu.edu/field/instructor-resources/field-instructor-training/](http://socialwork.sdsu.edu/field/instructor-resources/field-instructor-training/) and the Field Instructor Training Course Schedule for each academic year and for detailed course information and workshops.

The Academy of Professional Excellence, SDSU School of Social Work, is responsible for being the BBS CE provider and offers 3 continuing education units for each face to face seminars, free of charge, to new field instructors and task supervisors, who are BBS licensed. Licensed field instructors and task supervisors must register before 8:30 am to be eligible to receive Continuing Education Units, and provide the Academy with their license numbers. 8 CEU’s are provided after completion of the on-line modules.
COMMUNITY SUPPORT AND COLLABORATION

1. Field Instructor Advisory Committee
The Field Instructor Advisory Committee represents the diversity of our field instructors in significant areas: clinical and administrative expertise, public and private agencies, BASW and MSW programs, geographical, ethnic and gender, and area of community service. Members are invited to serve because of the specific perspectives they bring to the committee, commensurate with their demonstrated leadership and commitment to field education.

A member from this Advisory Committee is selected to be the liaison representative for the School’s Field Curriculum Task Group Committee (sub-committee for the curriculum committee, representing the baccalaureate and graduate programs).

The Committee provides critical feedback to the School of Social Work field education programs on developments in the community as they relate to social work education. The committee participates in the planning and implementation of events, with particular emphasis on the field seminars and field instructor training. The Field Advisory Board meets quarterly.

2. Field Instructor Professional Appreciation Event
Each year at the conclusion of the Spring Semester, the field education program and the School host a breakfast, luncheon, or evening field instructor appreciation event. It is the final time of the year to celebrate and honor the field instructors, serve food, and distribute certificates of appreciation. The Director addresses the field instructors, agency representatives and presents the Outstanding Field Instructor of the Year and Special Recognition Awards. These awards may be presented at the Annual Field Instructors Event in August.

3. Joint Field Faculty Meetings and Events (Local, State, National)
Field faculty meet regularly with colleagues on local, state, and national levels to share policies, programs, practice, and research leading to improved social work education.

In southern California, seven universities collaborate on field instruction activities, including sponsoring workshops for field instructors and task supervisors, developing learning and assessment tools, and sharing resources. The consortium includes the social work programs at the CSU campuses at Dominguez Hills, Fullerton, Los Angeles, Northridge, and San Diego; as well as the social work schools at the University of California, Los Angeles; and the University of Southern California. Meetings are rotated, and are hosted by each university. All field faculty from all schools and departments of social work participate in the local meetings.

Statewide, 18 schools and departments of social work—public and private—meet together twice a year to share ideas and strategies to strengthen social work education. They also communicate by List Serve to obtain peer support and information. Meetings are hosted on rotation from northern to central to southern California. This past year, the California Association of Field Directors is meeting with the California Association of Deans and Directors of Schools of Social Work to address issues of mutual administrative and educational concern. The department's Director of Field Education represents field faculty at statewide field director meetings. Nationally, there is also an association for field educators. The Council on Social Work Education (CSWE) holds meetings and workshops to address cutting-edge issues related to Field Education. All field faculty are invited to participate in these meetings.
APPENDICES

NASW Code of Ethics (1996, Rev. 1999 and 2008) -
http://www.socialworkers.org/pubs/code/default.asp

The Field Instruction Process – Challenges for the Field Instructor.

The Three Essential Components of Supervision.
(Adapted with permission from USC & LA Consortium Field Manual.)

Appendix 2:

The Field Instruction Process – Challenges for the Field Instructor.

Three Essential Components of Supervision.
(Adapted with permission from USC & LA Consortium Field Manual.)

CHALLENGES FOR THE FIELD INSTRUCTOR

The field education experience is one filled with challenges, and you, the field instructor must balance what often seems like opposing forces in your efforts to facilitate the student’s educational process. Remember these forces can be complimentary, and only seem to be problems when out of balance for your particular student. Some of these Opposing / complimentary forces in your supervision are:

1. Challenge vs. Support
   You want to offer your student the opportunity to explore his/her thinking, feeling and doing, in an environment that helps him/her feel supported and safe in doing this exploration, yet continues to challenge him/her to grow. How do you begin to create this climate for your student?

2. Autonomy vs. Dependence
   You need to find a balance between encouraging your student to rely on you by making a safe environment and affirming the student's actions; and encouraging your student to develop independence, and self-reliance. As your student grows your job is to help him become appropriately self-reliant, and take on some autonomy in his professional role.

   How might you deal with a student who has to check out EVERYTHING with you first?

   How might you deal with a student who NEVER checks anything out with you first?

3. Learning Objectives vs. Agency Objectives
   You are in the middle, balancing between the needs and demands of the school, the students, and your agency. Often times the agency thinks that the students will be “free” workers, and may pressure you to assign cases/projects that are not in the best interests of the students. Sometimes the amount of time needed for supervision is not clear to the agency director, who may not want to release the supervisor for the necessary time needed for supervision.

   How might you prepare your agency for the students, and their role in the agency?
How might you prepare your agency director and or supervisor for the time you will need to supervise students?

What might happen if your student requires more than the one to one and one-half hours of supervision time each week?

4. **Authority vs. Mutuality**
   There is a difference in power between you and your student. You do evaluate the student, and you do have authority in making judgments about his/her performance and his/her assignments. While it is ideal that the student will be allowed to collaborate with you in deciding some issues, and in making many decisions, you are the teacher and the evaluator.

   How would you deal with a student, who despite your instructions, does not follow through on a directive, i.e., does not turn in process recordings on time?

   How would you deal with a student who is habitually late to field placement or to supervision?

   How would you help a student become more of a partner with you in his learning process?

5. **Education vs. Training**
   Teaching your student to integrate knowledge and skills learned in the classroom and in the field is an important role. It is you, who will help the student to connect feeling, knowing and doing. You will continually focus on the learning objectives developed in the beginning of the year, based on the ten core areas of learning identified by the School. At the same time, you will have to teach agency-specific information to your students, training him/her on the use of particular forms and job-related tasks and rules. Sometimes field is ahead of classroom and you may need to teach your student practice theory and skills in a particular area like how to start a group, select members, create goals, focus, and facilitate interaction.

   How would you help a beginning student link up the particulars of a case to understanding broader issues in the client’s behavior patterns and in his own?

   How would you help the student connect her feelings with what is happening in her work with clients?

   How would you help a student think about what to look for in the assessment of particular client?

   How would you help a student meet the agency’s requirement for a psychosocial assessment completed after the first session?

**THREE ESSENTIAL COMPONENTS TO SUPERVISION**

1. **Case and Project Analysis/Individual Field Instruction**
   More than just a case conference, this is a discussion with the student to help him examine his work from multiple perspectives, addressing the learning objectives outlined in the learning agreement, and contained in the evaluation instrument. These discussions should help the student examine his work in relation to theory, to current policy, to his own and to professional values, to diversity variables, and to his own feeling
and attitudes. The purpose is to help the student connect the doing with the knowing and the feeling, and to grow in his understanding and application of practice theory and principles. This is where educational process recordings are invaluable. Here you might also use role-playing, video/audio taping and observation, as ways to enrich the students learning.

2. **Personal and Professional Issues**
   You need to offer your students opportunities to examine themselves in relation to their work with clients, and in relation to you, their supervisor. Clearly, you are not their therapist, but you are their instructor, and you must facilitate their close examination of themselves, as this relates to their work. It is your responsibility to help the student identify feelings, attitudes, and prejudices that affect their work with clients systems, and/or work with you and other professionals. Ours is a value-laden profession and identifying one’s own values and the value dilemmas is essential. Again process recordings will be a wonderful asset as well as role-plays, tape recordings, and other experiential learning exercises. It is your job to help the student identify blocks to learning and to effective practice, it is the student’s job to work to remove these blocks. Time management, the student’s use of supervision, and the development of an active learning process are important parts of professional development that you must facilitate and evaluate.

3. **Feedback on the Student’s Performance/Evaluation**
   Evaluation is an ongoing process, beginning on the first day of field placement and continuing throughout the course of the field instruction experience. Feedback helps the student understand where he is in the learning process, and helps him use each experience to further his growth. Most of this feedback will be on the process recordings and in the supervision conference. Feedback needs to be:

   - Timely - given as soon after the event as possible
   - Clear - stated directly, so that it is easily understood
   - Balanced - including both positives and negatives
   - Focused - on the goals set by you and the student: even though you may see a dozen points to comment on, only focus on those that relate to the goals of this particular session.
   - Useful - helps the student look at alternatives and options
   - Relevant - relates to a specific event or action
   - Reciprocal - invites the students’ reactions, and feedback

   Example: “Your interview skills need work.” Looking at the above guide points, what can you, the field instructor says to make this feedback more useful?

   Example: “You need to learn how to deal with anger.” Again, how might you make this feedback more useful?

The student is formally evaluated twice, once at the end of each semester. It is the field instructor’s job to continually give the student feedback regarding her performance so
that these semester end evaluations are merely a formalized written form of the feedback the student has been receiving from the field instruction throughout the placement experience.
This Agreement entered into and effective this ___ day of ________, ____ between the Trustees of the California State University on behalf of San Diego State University, College of Health and Human Services / Department of Social Work and Gerontology Program, referred to as “University,” and ____________________________, referred to as “Learning Activity Site.”

I. General Provisions

A. Program Activities

1. The Learning Activity Site will provide the University’s student(s) with a student-focused learning experience that also meets the stated needs of the Learning Activity Site.

2. The Learning Activity Site and the University will meet as necessary to facilitate a mutually beneficial experience for all involved, or at the request of any of the parties involved.

3. The University will work closely with the Learning Activity Site to meet the expectations and priorities of the Learning Activity Site as well as the student outcomes.

B. Safe and Productive Learning Environment

1. To achieve its desire to provide a safe and productive environment for the University’s student(s), the Learning Activity Site will:

   a. Give student(s) a tour of the site as necessary and provide information regarding all emergency procedures.

   b. Provide information on the unique nature of the population of the program.

   c. If appropriate, discuss with students the reasonably foreseeable risks associated with the Learning Activity Site and the tasks and responsibilities the student(s) have been assigned.

   d. Determine **IF** a student(s) must be fingerprinted. **IF** fingerprinting is necessary, the Learning Activity Site will obtain the fingerprints, request criminal background clearance from the appropriate agency(ies), and maintain the confidentiality of any results as required by federal or state law.

   e. Notify the University’s Office of Risk Management (619-594-4664) and the supervising faculty as soon as is reasonably possible of any injury or illness to a student(s) participating in a learning activity offered by the Learning Activity Site.

2. University will advise the student(s) of following:

   a. To abide by Learning Activity Site rules and regulations while on site and working with Learning Activity Site clients.

   b. That his/her interactions with clients are expected to be appropriate.
c. To maintain the confidentiality of the Learning Activity Site’s proprietary information, records and information concerning its clients.

II. Structure and Support of Service-Learning Student(s)

A. Site Supervision. Prior to the start of the learning activity, the Learning Activity Site will inform the student(s) who will be responsible for their supervision and safety while on site. The supervisor will meet with the student(s) as necessary to facilitate the student(s) learning experience and professional development, provide support and review progress on assignments and activities. The supervisor will communicate as necessary during the semester with the University staff or faculty member who assigned the learning activity.

B. Training and Orientation. The Learning Activity Site will provide student(s) with a general orientation and any specific training needed prior to their working with clients or providing service.

C. Work Space. Student(s) will have an appropriate space at the Learning Activity Site in which to conduct their assigned work. The Learning Activity Site will provide access and training for any and all equipment necessary for student(s) to fulfill their service role.

D. Evaluation. The Learning Activity Site supervisor will fill out survey(s) regarding quality of service performance of the student(s) if requested by the University or the student.

E. Payment (If Applicable – For paid positions only) – The LEARNING ACTIVITY SITE will pay student(s) according to applicable law including any required withholding and reporting whether payment is wage, stipend, or payment under a grant. If required by law, the LEARNING ACTIVITY SITE shall consider student(s) employees and, as such, shall provide workers’ compensation insurance.

III. Length of Agreement Term

This agreement shall become effective upon execution and shall continue until terminated by either party after giving the other party 30 days advance written notice of the intention to so terminate; provided further, however, that any such termination by LEARNING ACTIVITY SITE shall not be effective against any STUDENT who at the date of mailing of said notice by LEARNING ACTIVITY SITE was participating in said program until such STUDENT has completed the program as mutually agreed upon provided such student is performing satisfactorily. If either party wishes to terminate due to non-performance or failure to meet expectations, the party requesting termination shall consult with the other party to seek resolution prior to termination.

It is the responsibility of all parties to review the agreement annually to ensure that the agreement terms are current. Any changes to this agreement must be in writing via amendment and executed by all parties.

Notices
All notices and correspondence herein provided to be given, or which may be given by either party to the other, shall be sent to the following:

To the Learning Activity Site:  

To SDSU :  
San Diego State University  
5500 Campanile Dr.  
San Diego CA 92182-4119  
Attention Melinda Hohman, Director  
School of Social Work and Gerontology Program

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The attached General Provisions, consisting of two pages, is incorporated by reference and made a part of this agreement.

This document reflects my understanding of the relationship.

**LEARNING ACTIVITY SITE**

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**SAN DIEGO STATE UNIVERSITY**

5500 Campanile Dr.
San Diego, CA  92182

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Authorized Signatory

_________________________________
Print Name, Title

_________________________________
Date

Street Address

_________________________________
City    State    Zip

_________________________________
Phone

_________________________________
Email

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Department Chair

Melinda Hohman, Director
Print Name

_________________________________
Date

Associate Dean

_________________________________
Print Name

_________________________________
Date

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Contract and Procurement Management

_________________________________
Print Name

_________________________________
Date

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**General Provisions**

**Indemnification**

The learning activity site shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this agreement. San Diego State University shall be responsible for damages caused by the negligence of its directors, officers, employees and duly authorized volunteers occurring in the performance of this agreement. It is the intention of the Learning Activity Site and the University that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees and duly authorized volunteers.

**Insurance**

The Learning Activity Site shall procure and maintain General Liability Insurance, comprehensive or commercial form with $1,000,000.00 minimum limit for each Occurrence and minimum limit of $2,000,000.00 General Aggregate, as mutually agreed upon for this placement.

The California State University system has elected to be insured for its General Liability exposure through the self-insured CSU Risk Management Authority.

The State of California has elected to be self-insured for its vehicle liability and Workers' Compensation and property exposures. As a State agency, the California State University, Office of the Chancellor, the Trustees, and the CSU system of campuses are included in this self-insured program.

The University shall provide professional and personal general liability coverage for students performing community service or volunteer work for academic credit, through the Student Academic Field Experience for Credit Liability Insurance Program (SAFECLIP). The coverage limits under this program are $1,000,000.00 for each Loss and $2,000,000.00 Aggregate for all Covered Parties, and not per student. Any affiliate institution to whom the Named Insured is obligated by written agreement to provide such coverage as is afforded by this policy, shall be named as an additional insured.

The University shall provide professional, personal general liability, and educator’s errors and omissions liability coverage for students enrolled in Nursing, Allied Health, Social Work, or Education credential programs performing community service or volunteer work for academic credit, through the Student Professional Liability Insurance Program (SPLIP). The coverage limits under this program are $1,000,000.00 for each Loss and $3,000,000.00 Aggregate for all Covered Parties, and not per student. Any affiliate institution to whom the Named Insured is obligated by written agreement to provide such coverage as is afforded by this policy, shall be named as an additional insured.

**Insurance International**

In the event the Learning Activity Site is an international location, the above referenced SAFECLIP or SPLIP coverage for the students does not apply. The University will advise the student that they will be required to procure insurance. It will be the students responsibility to procure adequate insurance for the Learning Activity Site’s experience. Information for obtaining insurance coverage may be obtained from the following web-site [http://www.isc.sdsu.edu/study_abroad/health-insurance-prosp.html](http://www.isc.sdsu.edu/study_abroad/health-insurance-prosp.html).

**Status of Students**

Students shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the University.
Governing Law

All contracts and purchase orders shall be construed in accordance with, and their performance governed by, the laws of the State of California. Further, Learning Activity Site shall comply with any state or federal law applicable to Learning Activity Site's performance under this Contract.

Assignments

Without written consent of the CSU, this agreement is not assignable by the Learning Activity Site either in whole or in part.

Agreement Alterations & Integration

No alteration or variation of the terms of the agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

Endorsement

Nothing contained in this Agreement shall be construed as conferring on any party hereto any right to use the other party’s name as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore nothing in this Agreement shall be construed as endorsement of any commercial product or service by the University, its officers or employees.

Survival

Upon termination of this contract for any reason, the terms, provisions, representations and warranties contained in this agreement shall survive expiration or earlier termination of this agreement.

Severability

If any provision of this agreement is held invalid by any law, rule, order of regulation of any government or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

Entire Agreement

This agreement constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, arrangements, and understandings with respect thereto. No representation, promise, inducement, or statement of intention has been made by any party hereto that is not embodied herein, and no party shall be bound by or liable for any alleged representation, promise, inducement, or statement not set forth herein.
July 2015

Memorandum

TO: SDSU Social Work Field Practicum Agencies / Community Partners

FROM: Candy Elson, MSW, LCSW, Director of Field Education, School of Social Work

RE: 2015-16 Certificates of Liability Insurance / Evidence of Coverage for SDSU School of Social Work Interns

This memo serves to verify that our social work interns enrolled and registered in their respective Graduate or Undergraduate Field Practicum Courses are covered through the Student Professional Liability Insurance Program (SPLIP) for the 2015-16 Academic Year when a current SDSU Community-Based Service-Learning Agreement (aka MOU or contract) is in effect.

In accordance with the San Diego State University and Community-Based Organization Service-Learning Agreement under the “General Provisions Section,” the University shall provide professional personal general liability and educator’s errors and omissions liability coverage for students enrolled in Social Work credential programs performing community service for academic credit, through the Student Professional Liability Insurance Program (SPLIP) and Student Academic Field Experience for Credit Liability Insurance Program. (SAFECLEP) The coverage limits under this program are $1,000,000.00 each claim and $2,000,000.00 policy aggregate for all Covered Parties, and not per student.

Copies of 2015-2016 Certificates of Liability Insurance are available on SDSU’s Contracts and Procurement’s web site: http://bfa.sdsu.edu/prosrvcs/servlearning.htm : (The new policy summary documents are usually available by the end of July 2015)

Professional and General Liability Coverage Summaries: Student Academic Field Experience for Credit Liability Insurance Program (SAFECLIP) — for students performing community services or volunteer work for academic credit. Student Professional Liability Insurance Program (SPLIP).

Should you require further information regarding the Liability Insurance coverage and/or Service-Learning Agreements, please refer to http://bfa.sdsu.edu/prosrvcs/servlearning.htm or Larry Verity Assistant Dean for College of HHSA via his administrative support: cnorberg@mail.sdsu.edu. Or Field Admin Support in the school of social work at swfield@mail.sdsu.edu

Thank you for your time and providing a high quality field instruction program for our interns.

Regarding the renewal of the contract, or Service Learning Agreement with your agency – if you have renewed in the last 1-2 years, the contract runs indefinitely and will not expire, unless canceled by either party since in June 2010, the Agreement form for Field Experience or Service Learning Agreements (SLA) was revised. This updated form was developed to maintain coverage for students and the university. Any time a student is engaged in an off-campus service learning experience in conjunction with a course for credit, a service learning agreement is needed in order to protect the student and the university.