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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 as 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. Unique partnerships have been formed with hundreds of outstanding social service agencies and programs. The field practicum agencies, in conjunction with the School’s curriculum, have provided our BASW and MSW program students with quality field placements in a broad array of agencies, including public, non-profit, multi-disciplinary, inpatient/outpatient settings within 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 professionalism, ethics, attitudes, critical thinking, knowledge, skills and holistic competencies which defines our profession of social work. The goal of providing the best learning 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 curriculum 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.

THE IMPORTANCE OF SELF CARE

Field internship is often a stressful time for students as they juggle the multiple demands of a rigorous academic program, 16-20 hours of field internship and the rest of their life responsibilities. This is the first time that many have been exposed to the front lines of a social service agency. Social Work education and the profession has become more sensitive in recent years to the impact of trauma on our clients and the risk of vicarious trauma on interns as well as long term social workers. The field is also becoming more attuned to the importance of self-care to avoid burn out and becoming overwhelmed. From the start of the program we encourage students to make it a priority to retain some balance in their lives and make sure that they are paying attention to their physical, emotional and spiritual health. The caring professions are often the guiltiest of not looking after themselves, so students are reminded to eat a balanced diet, exercise, get enough sleep and seek out social support. Students should also consider seeking their own therapy as part of their personal and professional development. We hope that our field instructors are able to provide good role models in self-care. The University
of Buffalo, School of Social Work, has an excellent website devoted to self-care:  
https://socialwork.buffalo.edu/resources/self-care-starter-kit.html  
Field seminars are also a forum for self-care and mutual support for students. Social work is a 
rewarding, but stressful vocation, and so we urge our students to find some balance through 
making self-care a priority.

II.  INTRODUCING INTERNSHIP PLACEMENT TRACKING (IPT)

INTERNSHIP PLACEMENT TRACKING IPT  
(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 with a valuable tool allowing them to research prospective 
field agencies for their second year advanced 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@sdsu.edu (or your assigned Field Faculty liaison 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 and Password. All 
information entered in these fields is case sensitive. The Organization ID for anyone using the 
SDSU School of Social Work IPT system is: sdsu. The School of Social Work will supply all 
students with a unique default user name & password when they enter their first year of field 
placement. Three-year and four-year part-time 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@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 the 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 Field Education Website at:  
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/
MISSION AND GOALS OF THE BACCALAUREATE PROGRAM
Consistent with the Mission of the School, the mission of the Baccalaureate Social Work Program is to prepare entry-level generalist practitioners to work in public and non-profit social services agencies, particularly in the Southern California border region. Key elements of the mission statement highlight evidence-based, ethical practice, working with diverse and vulnerable populations, professional and ethical behaviors, global and domestic perspective, and future professional and educational growth. The achievement of the BASW Program mission is operationalized through an educational program with the following goals:

1. Understand and demonstrate social work values and ethics throughout their professional practice.
2. Demonstrate sensitivity to the diverse racial, ethnic, and cultural mix of the Southern California border region as well as global context.
3. Can identify, evaluate and apply existing research evidence to guide their practice decision-making.
4. Practice effectively as entry-level social work professionals in a variety of roles and in a range of agencies to improve the well-being and quality of life in varied communities.

PROGRAM OBJECTIVES OF THE BACCALAUREATE PROGRAM

The BASW program’s overall purpose is to prepare students for entry-level generalist practice, competent in working with diverse and vulnerable populations, particularly in the Southern California border region. The program seeks to respond to the workforce needs of health and human services agencies by providing them with graduates grounded in evidence-based practice.

The formal mission statement of the BASW program is as follows:

The mission of the Baccalaureate Program is to prepare entry-level generalist practitioners for professional, ethical and evidence-based social work practice with a global and domestic perspective, to become critical consumers of research, to provide the required base for future professional and educational growth. It subscribes to the stated philosophy and the overall mission of the School by offering an integrated and coherent curriculum emphasizing professional values, ethics, knowledge, and skills that enable graduates to work in public and non-profit social services agencies with diverse and vulnerable populations, particularly in the Southern California border region.

Faculty believes its mission statement provides a rationale and direction for the Baccalaureate of Social Work’s explicit and implicit curriculum in preparing students for entry-level practice.
Program mission consistency with the profession’s purpose:

The mission of the BASW program is in line with the social work profession’s purpose in the following areas: serving vulnerable populations, respecting human diversity, conducting professional and ethical behaviors, practice guided by evidence and scientific research, and being engaged in life-long learning and continued professional growth.

Since the inception of social work, its dedicated purpose is to serve those who are vulnerable and disadvantaged and alleviate their pain and suffering. The BASW Mission Statement articulates this purpose and actualizes it via implicit curriculum that emphasizes assessment, engagement, and interventions across micro, mezzo, and macro levels. A generalist framework is infused in courses across the program. Students gain the knowledge and skills necessary to effectively serve vulnerable populations in the community.

The social work profession’s commitment to diversity is reflected in the Mission Statement of the BASW Program and in its implicit and explicit curriculum. The BASW Program recognizes the diversity of the Southern California border region as a strength but it also requires multiple modes of understanding and necessitates calibrating interventions, albeit at the clinical to community-level, to best fit the values and perspective of those we seek to help.

The social work profession distinguishes itself from other disciplines or professions because of the high professional and ethical standards it holds. The BASW program greatly emphasizes professional and ethical behaviors of the social work profession in its mission statement and translates that explicitly throughout its implicit and explicit curriculum. It is recognized that BASW program is the prime time for orienting students to a lifelong conduct of professional and ethical behaviors during the formative years of their professional life.

The BASW Program has embraced evidence-based practice as being central to linking theory to practice and to seeking out effective interventions at all levels. Key to evidence-based practice is the ability to assess the quality of evidence by understanding scientific inquiry and use that evidence to justify and support their practice. The BASW Program prepares students to become active consumers of research.

The BASW Program recognizes the importance of continued growth in each student’s professional career and states that explicitly in its mission statement. The BASW program not only prepares entry-level generalist practitioners, but also lays the foundation for them to embark on future professional and educational growth.

REQUIREMENTS AND CURRICULUM DESIGN
The baccalaureate social work courses educate students to work with individuals, families, groups, organizations, and communities. Students are exposed to generalist 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 focuses on intervention, evaluation, and follow-up with individuals, families and groups, as well as 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 the Undergraduate Field Experience, students must meet the following requirements by the end of the spring semester prior to their enrolling in the SW 489A course for the fall semester of the following year. If the undergraduate student cannot meet these requirements by the end of the 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 the following 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 this 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

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 re-apply 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 re-apply for the 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 Field Education 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 their 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 School's designated time frame, with students meeting the required deadlines for course eligibility. All field students are required to meet the time line 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. 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 the Field Experience if deemed ineligible for SW 483B.

BACCALAUREATE FIELD EDUCATION STRUCTURE

In preparation for the field experience course, students attend a mandatory four-hour Field Experience Orientation during the first week of the fall semester. The format of the Field Experience course is as follows: In the fall semester, students attend 2-hour Field Experience Seminars every week for the first six weeks, and then transition to meeting every other week for 2-hour seminars for the remainder of the fall semester. 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 Education 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 their 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.

   SW 489 students are assigned to a particular field seminar section. The assignment information is sent via email by the Director of Undergraduate Field Education in July of each year. For SW 489 course continuity in the spring semester, students will remain in the same field course sections.

6. **Learning Agreement:** The learning agreement provides each student with the opportunity to participate in the planning of their field education experience, clarifying expectations for the student, the Field Instructor, the Field Faculty and the Director of Undergraduate Field Education. The function of the learning agreement 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 core areas found in the Undergraduate Field Comprehensive Skills Evaluation. The Learning Agreement 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 agreement 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. Please note: the student is required to write a new learning agreement if the student is placed in a new field practicum site during the academic year. **The Learning Agreement can be accessed via 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. This is a 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 their 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 Recording formats, located on the Field Education Website.

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 their Learning Agreement, identifying their 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 and in the course syllabus. 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.

<table>
<thead>
<tr>
<th>2015 EPAS Social Work Core Competencies</th>
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<tbody>
<tr>
<td>1  Professional &amp; Ethical Behavior</td>
</tr>
<tr>
<td>2  Diversity &amp; Difference</td>
</tr>
<tr>
<td>3  Advance Human Rights &amp; Social, Economic &amp; Environmental Justice</td>
</tr>
</tbody>
</table>
Field performance expectations for the baccalaureate program are organized into nine core skill areas as outlined by CSWE 2015 EPAS (Educational Policy Accreditation Standards).

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 syllabus 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, time lines, 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.

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**IV. THE MSW FIELD PRACTICUM PROGRAM**

**MISSION AND GOALS OF THE MASTER’S PROGRAM**
The Mission of the MSW Program is to prepare graduates competent to work in public and private sector health and human service agencies. Using both generalist and advanced specialist frameworks, graduates work both with and on behalf of diverse and vulnerable populations in the Southern California border region and beyond. Graduates enhance human and community well-being and eliminate social disparities. Grounded in the ethics of the social work profession, graduates apply evidence-based approaches in their work with individuals, families, groups, communities, and the agencies that serve them.

The goals of the graduate program are to implement the mission by preparing advanced practitioners who

1. are well-grounded in the values and ethics of the profession;
2. have multiple competencies that can be used in a wide variety of settings, with systems of various sizes and with diverse and vulnerable populations;
3. are able to critically examine issues of social, economic and environmental justice and are committed to the realization of human rights
4. utilize research evidence in practice decision making;
5. are committed to lifelong professional development;
6. are prepared to be leaders in the profession.

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 skills and knowledge in a social work method, who can use a generalist perspective, and implement evidenced-based multiple-level interventions. The achievement of the 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, competencies 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;
6. Use interdisciplinary and strengths perspectives to provide high-quality services to client systems of various size;
7. Can function within the 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 vulnerable populations,
e.g. 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, e.g.
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 the MSW degree requirements for students
who have earned a Bachelor's degree in Social Work (BASW or BSW). The ASP eliminates the
redundancy of 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 obtain advanced candidacy and begin the MSW II Advanced Year Field Practicum Courses and year two of the Academic Year MSW program curriculum.

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 earn a Master of Social Work and 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 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 system. 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 non-profit agency. Support for three-year and four-year students are limited to current employees of the 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 prior to their second year MSW II advanced year of field practicum. An informational meeting is typically held in December. Applications are due at the end of January. Check the School of Social Work website under MHTP for updates. [http://socialwork.sdsu.edu/degrees-programs/graduate-programs/master-of-social-work/mental-health-training-program/](http://socialwork.sdsu.edu/degrees-programs/graduate-programs/master-of-social-work/mental-health-training-program/)

1. **Pupil Personnel Services Credential (PPS-C)**

   The School of Social Work is approved by the California Commission on Teacher Credentialing as a site to offer the PPS-C, 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, Title IV-E students who wish to complete it in their foundation year and are willing to commit to the extra hours, may discuss this option with School's PPS Coordinator.

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.

4. **Master of Social Work Degree and Early Childhood-Transdisciplinary Education and Mental Health (EC-TEaMH) Graduate Certificate**

This is an 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-TEaMH certificate. Admission process: current students interested in the EC-TEaMH 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-TEaMH Certificate program. Unless the demand is high, students will generally be admitted to the certificate program. For further information, contact the Director of Field Education.

5. **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 - the first year of field practicum is based 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 - in the 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 an advanced field practicum in direct practice or administrative/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

Note - since the seminar sections are agency-driven, students are assigned their seminar sections, including the seminar course times and Field Faculty instructors. Students are informed of their field seminar assignment via email from the Director of Field Education before they are required to register for fall semester classes.

Refer to field course syllabus requirements for each semester. Refer to the SSW Field Education Website's FAQ at http://socialwork.sdsu.edu/field/student-resources/faq/ and the Graduate Student Handbook.

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's 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's Application Policies and Procedures as detailed in the MSW Applications materials. Failure to follow these policies will result in a 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 on 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 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 an interview. Agencies confirm acceptance with Field Faculty directly and the student is contacted regarding their assigned field placement.

Three- and Four-year part-time MSW program students begin the field placement process in mid-February by attending the Foundation Year Placement Orientation Meeting. These students complete the field application materials and follow the standard foundation year placement procedures, in the spring semester 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 which is typically held on the first Friday after Winter Break, followed by the Agency Fair which is usually attended by agency representatives, students, and faculty. The goal of the Agency Fair is to provide opportunities for gathering information on agencies. Students then consult with Field Faculty, the Director of Field Education, and other Faculty before finalizing their advanced year placement choices.

Students can also use IPT to research agencies of interest. Students are referred for an interview by the Field Faculty Placement Committee based on their specialization, focus area, and placement choices as indicated on the field application on IPT. The agency and the student provide feedback to Field Faculty and indicate acceptance or rejection by the placement and/or student. If a student is denied by a placement, 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. Students may not interview with more than one agency choice at a time. If a student declines an offer from an agency and chooses to move on to the next interview, the student acknowledges that they are not able to return to it as an option. 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 School of Social Work policy.

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 contacted 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. If a student’s professional behavior and adherence to the NASW Code of Ethics is in question, the student may become ineligible for the field course after only one interview. Students automatically become ineligible for this course after two placement interviews, unless otherwise determined by the Director of Field Education. The Field Faculty will contact the student regarding their field placement status and course eligibility.

The Director of Field Education will make the final determination if the student is eligible for their an additional 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 for review. Most field placement agencies require fingerprinting, criminal/security clearance evaluations, random drug
testing (including marijuana), 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. **Please note that 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, e.g. 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>MSW I – Foundation Year</th>
<th>Field Practicum Course</th>
<th>Practice Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>SW 650 - Field Practicum</td>
<td>SW 630 – Social Work Practice: A Generalist Perspective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSW I – Foundation Year</th>
<th>Field Practicum Course</th>
<th>Practice Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>SW 650 - Field Practicum</td>
<td>SW 631 – Social Work Practice: Individuals, Families, and Groups SW 632 – Social Work Practice: Organizations and Communities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSW II – Advanced Year</th>
<th>Field Practicum Course</th>
<th>Practice Course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MSW II – Advanced Year</th>
<th>Field Practicum Course</th>
<th>Practice Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>SW 750 – Direct Practice Social Work, Advanced Field Practicum OR SW 755 – Social Work Administration or Community Development, Advanced Field Practicum</td>
<td>SW 739 – Advanced Seminar in Social Work Practice with Families OR 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 their activities in the field. Also, the student is expected to share course information with their Field Instructor for purposes of planning, integration, and to meet course requirements. The student is also expected to utilize relevant field material in their 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 has approved this arrangement.

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 their respective field practicum during the semester and has not completed at least 70% of their field practicum hours, requirements/expectations for the semester with current satisfactory performance, and the required number of field practicum seminars they will receive a grade of “NO CREDIT” for the semester and will need to re-start the field practicum at the beginning of the following field practicum cycle.

2.2. The graduate field education courses are an entire academic year course. If the student discontinues their field education course any time during the academic year, the student will be required to re-start, if eligible, the field sequence 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, e.g., 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. Please refer to “Hours Requirements Policy” for further detailed information.

2.5. When the student re-enters the field practicum, they 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 re-starting 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 the 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), they 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, e.g. 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, drug testing (including marijuana) 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. Please note the field practicum is in two agencies with different field instructors for two years.

2. The first year of field education is approximately 0 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 (MSW/MPH or MSW/JD) only conduct their practicum for 16 hours per week, for a total of 480 hours.

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

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 their 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 a presentation about the agency in the field seminar, process recordings, or development of Learning Agreement. 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 Title IV-E 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. 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 SW 755) internships, but these also vary year to year.

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 for that specified semester in field education. Please note that some of the requirements will be submitted directly to the Field Faculty instructor, while other required field assignments
will be evaluated by both your Field Instructor and the Field Faculty 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 the field practicum is recommended by the Field Faculty instructor 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 seminars. **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, seminar 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 Faculty will review the student’s performance, in consultation with the Field Instructor, to determine the student’s status in the field education component of the program. The Graduate 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 seminars 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 Handbook 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 their place of employment during 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 their 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. Please note: The Field Instructor is required to be on-site with the student during their 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 their 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.
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 time line with the required signatures and submitting proof of their satisfactory job performance evaluation.

9. If the application request is approved and granted, the student is aware and in accordance with School policies, that they 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 Field Education Coordinator for further details.

Please note: If the situation does not meet ALL of the criteria listed above, the student does not qualify for a field practicum internship at their 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” applications must be approved by the Director of Field Education.

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 Website.

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 their hours in direct practice / clinical service delivery, the student must perform this clinical practice work only in addition to their 20-hours per week advanced internship (beyond their 20-hours 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.

V. 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 Agreement;
- Supervision;
- Internship Time Log to monitor hours;
- Client Systems Assessments – using agency's intake or psychosocial assessment tool
- 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 Agreement, Agency Orientation Checklist and the Comprehensive Skills Evaluation are all completed electronically via Internship Placement Tracking (IPT).

Students Self-Reflection Narrative assignment is a reflection paper turned in to Field Faculty via IPT by the last seminar of each semester. Field Instructors also review and sign off on this assignment.

B. Field Practicum Seminars

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

- Foundation Year Field Practicum Orientation
- Attendance and field seminar 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
- Skills application demonstration
- 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 their 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, review professional responsibility and integrity, course syllabus, overview of field instruction in MSW curriculum, etc.

Professional issues and topics covered in the 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.

**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 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, 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’s 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 Agreement. Thorough orientation to the agency and completion of this checklist 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 bi-weekly. During the Advanced Field Year, seminars meet on a bi-weekly throughout the year. These seminars address specific skills, topics, issues, and 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 understanding their cases in terms of applicable theories;
- integrate experiences, e.g. practice with content from another course, such as policy or research implications;
- practice skills application and development via role-playing, supervision, vignettes, and exercises;
- allow for role-playing, case conferencing, input and feedback, as to how the student is presenting their 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 coursework at SDSU and practice experiences; and
- facilitate in developing the student’s role as a social work professional; and
- provide a support 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 Website, Forms, MSW I – SW 650. Please note that if these items are included on the agency assessment forms, the student may choose to use the agency form, if their 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 AGREEMENT / EDUCATIONAL CONTRACT

The Learning Agreement provides each student with the opportunity to participate in the planning of their field education experience, clarifying expectations for the student, the Field Instructor, the Task Supervisor, the Field Faculty, and the Director of Field Education. The function of the learning agreement 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. The Learning Agreement Form is completed via IPT.
The graduate level learning agreement addresses the core areas found in the Field Education Comprehensive Skills Evaluation instruments and facilitates the student in individualizing their learning. A written learning agreement/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 on IPT and sent to Field Faculty for review, by the sixth week of field, and signature. The student, Field Instructor, and Field Faculty will keep finalized electronic copies.

The learning agreement 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 agreement may 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. Please note: The student is required to write a new learning agreement/educational contract if the student is placed in a new field practicum site.

**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 Field Education website 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; the site visit is a three-way meeting between the Field Faculty, Field Instructor, and student). Student learning agreement, 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 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, or in addition to, 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 and Advanced Year, a minimum of two (2) process recordings are
required for both the fall and spring semester.

Students discuss 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 up to 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 their learning plan, identifying their 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 nine core skill areas per CSWE’s 2015 EPAS (Educational Policy Accreditation Standards).

2015 EPAS Social Work Core Competencies
- Professional & Ethical Behavior
- Diversity & Difference
- Human Rights & Social, Economic & Environmental Justice
- Practice Informed Research & Research Informed Practice
- Engage in Policy Practice
- Engage Individuals, Families, Groups and Organizations
- Assess
- Intervene
- Evaluate

Basic expectations in each of the above 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 areas to receive a grade of “credit” in the field course.

Failure to obtain ratings of “2” in all of the 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, and Task Supervisor (if applicable), to evaluate the student’s performance. The student's signature signifies that they have read the evaluation.

Each evaluation contains the agency's name, the names of the student, Field Instructor, and Field Faculty (and the names of Task Supervisors when appropriate). 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 the Field Instructor.

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 a Student Performance Agreement meeting will be held with the Field Instructor, student, Field Faculty, and Director of Field Education, in order to assess, evaluate and document specifics as to how the student needs to raise their 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 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 evaluation forms will be available to each field practicum student via IPT during the last few weeks of the spring semester. The student will be able to complete the evaluations on IPT.

VI. SCHOOL OF SOCIAL WORK ADMINISTRATIVE POLICIES FOR FIELD EDUCATION

Please note all School policies and procedures impacting field education apply 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, e.g. the Field Instructor, at the agency. Field Faculty instructor and the Director of Field Education must pre-approve 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”.

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4. If a student misses hours/days in field placement due to illness, special circumstances, 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, and 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 Field Instructor immediately, or as soon as possible, and the Field Faculty 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 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 seminar attendance and accountability. Field Faculty instructors may assign make-up assignments for missed seminars.

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 Field Instructor is aware of these dates. Please note that 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 non-religious 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 & ethical behavior;
   b. Stability and mood regulation to succeed in the field learning environment working with clients and staff;
   c. A professional manner consistent with social work;
   d. Abstaining from all substances 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: The behaviors mentioned above 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 Student Ability Success Center (SASC), delay of placement and/or recommendation for Program disqualification. The student is encouraged to consult with their Field Instructor, Field Faculty, and Director of Field Education 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:**

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.

1. Exhibiting unethical behavior in a situation where the student knew or should have known that the behavior was unethical.
2. Applying practice outside the scope of social work practice (e.g. dispensing of medications, providing legal consultation, & providing financial planning).
3. Violating professional boundaries by engaging in dual relationships with clients.
4. Exploiting professional relationships for personal gain.
5. Non-compliance with agency policies and procedures.
6. Violation of confidentiality or privileged information expectations.
7. Misrepresenting self as other than social work intern during placement in Field Practicum.
8. Breaching ethical and professional standards.
9. Continuance of relationship with client after termination of service.
10. Providing professional counseling to friend or family member.
11. Providing services and/or interventions in exchange for direct compensation (money) and compensation other than money.
12. Providing clients with personal telephone number.
13. Using information obtained from clients for career gains.
14. Engaging in sexual activities with clients or former clients.
15. Inability to respect human diversity.
16. Inability to appropriately build helping relationships.
17. Being grossly negligent in the practice of their 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; they 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 Director of Field Education 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 their 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, unless otherwise determined by the Director of Field Education.
   a. 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.

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

5. If it is determined by the Director of Field Education, based on the recommendation of the Field Faculty, that there is sufficient reason to delay placement, the Field 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.

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

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.
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.

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 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).


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-2017 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 and dependent adult abuse reporting and procedures; suicide and homicide reporting; Tarasoff Decision; voluntary vs. involuntary hospitalization (5150 LPS Act); grave disability; privileged communication; informed consent, release of information; scope of practice; safety and risk management; and any other potential high risk situations 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.

SOCIAL MEDIA GUIDELINES
With the dawn of the digital age, the explosion of social media, smart phones, etc. the potential for boundary violations has dramatically expanded.

Social media channels, such as Facebook, Twitter, YouTube, Flickr, Second Life and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your professional image, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm”, it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

Please review the full documents, Guidelines for Use of Social Media in Appendices at the end of the Manual.

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 Director of Field Education. The final decision to move a student to a different placement setting will be made by the Director of Field Education. 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 Evaluation:

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**2015 EPAS Social Work Core Competencies**

- Professional & Ethical Behavior
- Diversity & Difference
- Human Rights & Social, Economic & Environmental Justice
- Practice Informed Research & Research Informed Practice
- Engage in Policy Practice
- Engage Individuals, Families, Groups and Organizations
- Assess Individuals, Families, Groups and Organizations
- Intervene Individuals, Families, Groups and Organizations
- Evaluate Individuals, Families, Groups and Organizations

- Issues regarding ethical and professional behaviors such as inappropriate behavior in the agency
- Violations of the NASW Code of Ethics:
  - Inability to complete assigned tasks and responsibilities;
  - Inability to appropriately develop helping relationships with clients; and/or
  - 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. 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 conference is held between student, Field Instructor, Field Faculty and the 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 other sources, e.g. Task Supervisor, 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 Director of Field Education 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, including spring and winter break). Students are not covered during University Holidays (Thanksgiving, Veteran’s Day, Christmas Day, Caesar Chavez Holiday observance, when campus is closed).

4. Students are covered during the winter and spring breaks, either when the student is required to complete hours/assignments in their field practicum and has received an “Incomplete or Report in Progress” grade OR if they are volunteering their time at the...
agency to maintain continuity of care for their clients during school breaks. Field Faculty need to be aware of and approve beforehand in a written plan (via email is acceptable) 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 approved these hours prior to ensure that there will be a 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 their 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. Students must maintain automobile insurance 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. Agencies do not reimburse students for the costs of traveling from home to the agency and the return trip home.

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.

SDSU 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 ABILITY SUCCESS CENTER (SASC)

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 Ability Success Center (SASC) and having an evaluation. If a student has a documented disability, they should contact the SASC and request an informational session with a counselor.

2. If a SASC evaluation determines that a student has a disability and is eligible for academic accommodations, it is the student's responsibility to inform their Field Faculty instructor in a timely manner. They should meet with their instructor(s) and provide the necessary paperwork from SASC for appropriate academic accommodations. Please note that the Undergraduate and Graduate advisors are available to expedite a student’s referral to SDSU SASC. Refer to the SDSU Student Ability Success Center website at http://go.sdsu.edu/student_affairs/sds/ for additional information.

3. For students in field practicum courses, requesting reasonable accommodations for their internships, the following procedures listed are in effect:
   - Before the student's field practicum application due date, contact SDSU Student Ability Success Center (SASC) for a consultation and an evaluation immediately;
   - Obtain a letter from SASC stating the requested appropriate academic accommodations in internships specifically;
   - Obtain and provide a copy of the completed Release of Information form from SASC for the Director of Field Education, Field Faculty, and Field Instructor for consultation with SASC; and
• Student to 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 SASC, 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 Ability Success Center (SASC) office is located on campus at in the Capulli Center, Suite 3101; Phone: (619) 594-6473; http://go.sdsu.edu/student_affairs/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 Director of Field Education, the Field Faculty, and the student have documented).

3. Decisions regarding missed hours make-up will be decided by the Director 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 be 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 their field practicum site, the above policies will apply.

6. Students participating in specialized programs, e.g. Title IV-E Child Welfare Program; 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 re-assessment 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 re-assessment 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 of Field Education will consult and ensure that if the student continues the field practicum in this agency, they 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 Director of Field Education 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.

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 their 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 Director of Field Education is 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, they will be followed and supported. If the student chooses to not remain in the agency, they 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 hours make-up will be documented by all persons involved.
   b. The individualized plan will be reviewed by the Director of Field Education 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 of Field Education.

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 seminars, 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. Please 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 is not 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. Safety procedures are discussed in the orientation and first seminars detailing the 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 field 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 Director of Field Education 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 they are 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 any 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 a 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 and Field Faculty may also request a copy of the agency’s 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 they have been the subject of harassment in the field practicum setting, the student will notify the following personnel: Field Instructor; Field Faculty; and/or the Director of Field Education.

   a. Any student who believes that they have encountered harassment is encouraged to discuss the concern with any one of the following persons at the University with whom they feel comfortable: Field 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.
VII. 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 Field 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 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 Directors of Field Education 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.

➢ Title IV-E 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 seminar.
  • 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 IV-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 time lines. Involved in student placement process, 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 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. seminar 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 Instructor 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 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 between the students, Field Instructors, field practicum agencies, and the School/SDSU.
- Coordinates, schedules, develops, and teaches course orientations, field practicum seminars, 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 – Service Learning Agreement.
- Responds to emails and phone calls from students, Field Instructors, and community members in a timely manner and is 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 and follows the School’s policies, curriculum and guidelines, in consultation with the Field 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's progress and performance.
• Aids student 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 them to work productively (e.g. work space, client 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 student’s growth, and meeting their learning objectives.
• Facilitates and assists the student in developing their learning agreement and incorporating the core skill areas.
• Reviews educational process recordings, makes 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 their growth.
• Assists students in developing self-reflection, self-awareness, and professional use of self.
• Completes fall and spring evaluations, using the comprehensive skills evaluation, fully discusses this evaluation with the student 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 site assistance.
- On site task focused supervision.
- Feedback to student and Field Instructor regarding assignment and student’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 Faculty, and following the SDSU School of Social Work’s field education curriculum, policies, and procedures.

- Adheres and follows School placement process and policies.
- Attends field practicum, field instruction, and field practicum seminars on time.
- Adheres and is committed to the NASW Code of Ethics at all times.
- Open to constructive feedback.
- Pro-active in the role as learner, identifies learning needs, and seeks to meet them.
- Maintains agency standards, policies, and practice guidelines.
- Completes and submits assignments on time to Field Instructor and Field Faculty instructor, e.g. orientation checklist, learning agreement, process recordings, internship logs, evaluations, etc.
- Shares concerns, issues, questions as they arise with Field Instructor and/or your assigned Field Faculty instructor.
- Practices self-reflection; takes time to process feelings, thoughts, and actions.
Administrative Support Staff

There is one full-time and one part-time administrative support staff member who provide support to 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.

VIII. FIELD AGENCIES AND FIELD INSTRUCTORS SELECTION AND APPROVAL

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 approved and confirmed by the School. Field Instructors, employed and recommended by the agency, are responsible for teaching students in their field practicums. Field Instructors must also receive prior approval and confirmation by the School and are required to complete a Field Instructor Training Course. Each academic year, there are a large number of approved social work professionals who serve as active Field Instructors for our SDSU School of Social Work students. Students receive supervision from this qualified Field Instructor, which includes a minimum of one-hour per week of formalized, individualized, face-to-face, supervision.

Please refer 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 a 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 non-discrimination 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 agreement.

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 their 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. Please note: students may require additional time at the beginning of the academic year.
   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 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 (e.g., 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 (e.g., 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 their 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 meeting (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 to 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.)

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 Trainings (approximately two in person three-hour seminars and completion of the Online 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 their current position for at least 1 year prior to having a student.

6. Nominated or recommended by agency administration for suitability and responsibility as a 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, MFT, PCC, etc.) 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 and provide feedback on their assessments of the field placements. During the academic year, the Field 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 Orientation Meeting & Symposium:
The Annual Field Instructor Meeting consists of a half day workshop, held in August every year. Approximately 150 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 Annual Meeting 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.

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 nine Online training modules completed within IPT, and two “live”, in-person trainings, 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 considerations, etc. in the supervisory relationship and practice.

Learning Objectives:

- Participants will begin to understand the role of the 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;
- Planning ahead for the 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 problems that arise in field; and
- The termination process in field instruction.

COMMUNITY SUPPORT AND COLLABORATION

1. Field Education Advisory Board

The Field Education Advisory Board 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 Board 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 Field Advisory Board 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 Appreciation Event**
Each year at the conclusion of the spring semester, the field education program and the School host a luncheon to show appreciation for Field Instructors and Task Supervisors.

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. Several universities belonging to the Southern California Field Directors’ Consortium 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 San Marcos, Dominguez Hills, Fullerton, Los Angeles, Northridge, etc., as well as the University of California, Los Angeles, Cal Baptist University, 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, a number of 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 listserv to obtain peer support and information. Meetings are hosted on rotation from Northern to Central to Southern California. The School's Director of Field Education represents Field Faculty at state-wide 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

Appendix 1.

**NASW CODE OF ETHICS**


Appendix 2.

**GUIDELINES FOR THE USE OF SOCIAL MEDIA SDSU SCHOOL OF SOCIAL WORK FIELD EDUCATION PROGRAM**

Social media channels, such as Facebook, Twitter, YouTube, Flickr, Second Life and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your **professional image**, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm”, it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

**As you get started in your field placement, it may be helpful to explore the following questions with your field instructor and/or task supervisor.**

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

To help facilitate these conversations, consider the following topics for discussion with your field instructor and/or task supervisor.

**What are the agency guidelines regarding the use of Facebook and who can you friend?**

Managing friend requests and maintaining privacy setting is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates and see who you’ve friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

**What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter?**

With the proliferation of hand held devices such as smart phones, iPhones and Blackberries, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and Twitter are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

**Can I check my personal social media accounts during the field hours?**

In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

**I can’t find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?**

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in use of social media. Here are a few examples of the Codes applicability to social media.
✓ Standard 1.06 states that “social workers should not engage in dual or multiple relationships”...in which there is a risk or exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” (1.06c). The Code goes on to note that “dual or multiple relationships can occur simultaneously or consecutively” (1.06c). Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.

✓ Standard 1.07(i) states that “social workers should not discuss confidential information in any setting unless privacy can be ensured.” We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period of times. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

✓ Standard 4.03 states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” Social media channels provide and excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work, or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

What should I do next?
Take some time to review these guidelines with your field instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Field instructors, colleague, and even clients may have access to information via the internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

*Adapted from UNC-Chapel Hill School of Social Work.
Appendix 3.
ARTICLES – RESOURCES AND REFERENCE FOR NEW FIELD INSTRUCTORS

❖ The Field Instruction Process – Challenges for the Field Instructor.
❖ The 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 their thinking, feeling and doing, in an environment that helps them feel supported and safe in doing this exploration, yet continues to challenge them 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 them become appropriately self-reliant, and take on some autonomy in their 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 their performance and their 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, e.g., 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 their 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 core areas of learning identified by the School. At the same time, you will have to teach agency-specific information to your students, training them 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 their own?

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

How would you help a student think about what to look for in the assessment of a 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 them examine their 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 their work in relation to theory, to current policy, to their own and professional values, to diversity variables, and to their own feeling and attitudes. The purpose is to help the student connect the doing with the knowing and the feeling, and to grow in their 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 they are in the learning process, and helps them use each experience to further their 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 student’s reactions, and feedback
  
  Example: “Your interview skills need work.” Looking at the above guide points, what can you, the Field Instructor say 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 responsibility to continually give the student feedback regarding their performance so that these semester end evaluations are merely a formalized written form of the feedback the student has been receiving from the Field Instructor throughout the placement experience.
DEPARTMENT OF SOCIAL WORK AND
GERONTOLOGY PROGRAM
Service-Learning Agreement
University and Learning Activity Site

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:

______________________________
______________________________
Attention
______________________________

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.

**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.

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.

Memorandum

TO: SDSU Social Work Field Practicum Agencies / Community Partners

FROM: Amanda Lee MSW, LCSW, Director of Field Education, School of Social Work

RE: 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 current 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 current year 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 August.)

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. For questions related to the field program, please contact the Field Administrative Assistant in the School of Social Work at swfield@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 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.