

Master of Social Work Program

Field Education Manual

Academic Year 2020-2021



Department of Social Work

College of Health Sciences & Human Services

www.csumb.edu/socialwork

COVID-19 RELATED CHANGES IN FIELD FOR the ACADEMIC YEAR 2020-2021

- ❖ The Council on Social Work Education, CSWE, suggested the programs ***could*** reduce the **minimum** hours requirement for completing the MSW degree. At CSUMB, the minimum hours required are reduced from 16 hours to 13 hours weekly for 192 hours per semester. This adjustment will be reviewed and re-evaluated at the end of the Academic Year, 2020-2021. ***Students who are in our PPSC program are exempt from this minimum hours requirements.***
- ❖ Face covering (wearing a mask) is a California State requirement. All CSUM students in an agency where there is potential for in-person contact with clients and or staff are required to wear a mask. Students will not be placed and or removed from agencies where there is a violation of this mask requirement
- ❖ Before a student starts the internship this Academic Year, all agencies are asked to complete the [COVID-19 Site Assessment](#). This requirement is especially true for agencies where there is potential for students to have in-person contact with clients or staff.

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I. DEPARTMENT OF SOCIAL WORK MISSION, GOALS AND CORE COMPETENCIES

Department of Social Work Mission

- A. MSW Mission:** The mission of the Department of Social Work at California State University Monterey Bay (CSUMB) is to:

Prepare advanced social work practitioners to meet the needs of multicultural, multilingual, and diverse populations, to be ethical leaders in community-based practice, and to advocate for social and economic justice. The MSW program also maintains a special focus on the community issues of the California Central Coast region.

The mission's key components are in concert with the [university founding vision statement](#) and [mission & strategic plan](#) as well as the [CSU mission](#). Furthermore, the Department of Social Work will help expand CSUMB and the CSU missions to reach out to the historically underserved student populations.

B. Field Education and Council on Social Work Education (CSWE)

Field instruction in the MSW Program is fully integrated with the academic curriculum and provides students with opportunities to apply social work knowledge and skills in agency settings. Field education is the "signature pedagogy" on MSW education. The field practicum (internship) sequence facilitates generalist and advanced practice competencies by integrating classroom and field experience. The MSW coursework supports the integration of classroom and field experience. The MSW coursework supports the integration of theory and practice at both the generalist and advanced levels. Consistent with the MSW program's mission at CSUMB, students should be provided with learning opportunities to develop advanced knowledge and skills with multicultural, diverse populations. The nine core competencies that describe the knowledge, values, skills, and cognitive and affective process followed by behaviors are infused throughout the curriculum at both the generalist and advanced level.

C. MSW Program Core Competencies (CC)

The MSW program has adopted the following nine core competencies base on CSWE [Educational Policy Accreditation Standards \(EPAS\)](#) and the stated needs of local agency professional:

CC 1: Demonstrate Ethical & Professional Behavior

CC 2: Engage Diversity & Differences in Practice

CC 3: Advance Human Rights & Social, Economic & Environmental Justice

CC 4: Engage in Practice-Informed Research & Research-Informed Practice

CC 5: Engage in Policy Practice

CC 6: Engage with Individuals, Families, Groups, Organizations, & Communities

CC 7: Assess Individual Families, Groups, Organizations, & Communities

CC 8: Intervene with Individuals, Families, Groups, Organizations & Communities

CC 9: Evaluate Practice with Individuals, Families, Organizations & Communities

D. National Association of Social Workers (NASW) Code of Ethics

[The NASW Code of Ethics](#) includes the values, standards, and ethical principles of the social work profession, and as such, all students' participation in the MSW program must be familiar with and fully comply with the code. Agency Field Instructors (FI) and Task Supervisors (TS) are responsible for helping students to understand and apply the code in their everyday practice to protect and serve clients in the most ethical and professional manner.

II. OVERVIEW OF FIELD EDUCATION IN THE MSW CURRICULUM

A. Introduction

For students in the three-year pathway, field education begins in the second year after the first-year courses have been completed and conclude in the third and final year of the program. For students in the two-year pathway, field education begins in the first (foundation) year of being in the program. The generalist experience is defined to include both direct and indirect services. Theories, methods, practice components, field experience, and field seminars form the core of field education.

Field Practicum I & II (SW 596 & 598) center on building a generalist foundation for practice through experience with individuals, families, groups, organizations, and communities and taken concurrently with SW 520 and SW 530, respectively.

SW 596 is the first course in the Generalist Practice (GP) sequence and emphasizes the development of professional identity and conduct, professional values and ethics, and skills of client engagement, resource referral, collaboration, and communication. *Co-requisite: SW 520*

SW 598 is the second course in the generalist practice sequence and provides additional depth of learning as students continue the internship experience established in SW596 and build on the skills of generalist practice, including client engagement, collaboration, and professional communication skills. SW598 emphasizes cultural humility, advocacy, and practice evaluation skills with individuals, families, and groups. *Co-requisite: SW 530*

Generalist Practice Core Competencies and Behaviors- The core competencies and behaviors in the first year align with the competencies in the generalist curriculum and focus on engagement, of the client beginning assessment and case planning, and working in a professional capacity with client systems in the individual, group, and organizational level. The following core competencies are emphasized in the GP year: Professional Identity and Conduct, Policy Practice, Collaborative Leadership, Social Work Practice and Professional Communication.

The Advance Practice (AP) field practicum focuses on developing advanced knowledge and skills needed for specialized areas of practice. Advanced Field Practicum I&II (SW 696 & 698) introduce students to specialized social work practice with selected populations. These seminar courses are taken concurrently with *SW620 and SW630*

SW696 is the first course of the Advanced Field sequence and will facilitate the integration of cross-cultural knowledge and skills in a specialized area of practice through more advanced and complex learning opportunities in the field. The course will emphasize prevention and intervention strategies to enhance client capacities and advance skills in crisis intervention. *Co-requisite SW 620*

SW 698 is the second course of the Advance Field sequence and will facilitate the integration of cross-cultural knowledge and practice in a specialized area through more advanced and complex learning opportunities. The seminar will emphasize continued skill-building in prevention and intervention strategies to enhance client capacities and advanced skills in crisis intervention. *Co-requisite SW 630*

Advanced Practice Core Competencies and Behaviors. The core competencies and behaviors for advanced field practice builds on the generalist practice experience and exposes the student to specialized populations served in their selected concentration and clinical skills development.

The field courses are directly linked with the Applied Social Work Research Project with is agency-based (SW 600). The project meets the CSU requirement for the successful completion of a culminating experience for graduate students.

Over the course of two years (four-semester sequence), field education is expected to provide social work practice experience with at-risk populations in the neighboring counties, including but not limited to:

- Direct practice interventions with individuals, families, and small groups with a special emphasis on the underserved and unserved populations of the region;
- Indirect practice interventions focusing on community, organizational, or institutional change;
- Exposure to a range of theoretical models and practice approaches;
- Focus on developing clinical expertise in engagement, assessment, diagnosis, planning and treatment, and intervention in a specialized area of practice; and
- Conducting Evidence-Based Practice (EBP) and practice-informed research

All of the above are to be practiced within an environment of appropriate professional values and ethics with sensitivity and integration of effective multicultural practices in response to the range of diversity in the region.

Field instruction occurs in selected and approved agencies and organizations located throughout the tri-county area, including both the public and nonprofit sectors. Field placement sites are approved based on the quality and stability of professional practice, commitment to addressing social issues, professional social work education, and the ability to support the MSW curriculum and the learning process for MSW students.

Agency Field Instructors employed or contracted by the agency and approved by the MSW Program is the student's supervisor on record. Field Instructors must have an MSW from an accredited program and two or more years post MSW work experience. Field Instructors work with the MSW student and MSW Faculty Field Liaisons to assign tasks and activities that help them meet the core competencies of field education. The student's assigned Faculty Field Liaison is responsible for the field seminar instruction and monitoring the student's progress in the field.

B. Integration with Academic Courses

- i. **Field instruction** allows the students to engage in selected and organized activities, with or on behalf of clients, and apply the social work skills, knowledge, and values introduced in the classroom. These include knowledge about social welfare policies and programs, the dynamics of cross-cultural human behavior across the life span, social work research methods, and a broad range of social work practice theories

addressing generalist and advanced clinical work with individuals, families, organizations, and communities.

The integration of fieldwork and coursework is the process of exchange and dialogue between the student, the agency Field Instructor, and the assigned Field Liaison (seminar instructor). Students are expected to share relevant course information with the Field Instructor, including but not limited to practice courses SW 520, 530, 620 & 630.

- ii. **Field Seminars:** In addition, all MSW students are required to attend and participate in monthly field seminars held on campus (SW 596, 598, 696 & 698) designed to support and integrate the student's field based learning. Seminar classes meet once monthly *****Due to COVID-19 Virtual Instruction- seminar may be held twice monthly*****

Students must receive a grade of Credit for each field course before progressing to the next course in the field sequence. Seminar activities include class discussion and case presentations that reinforce and provide opportunities to apply professional ethics related to client confidentiality. All students are required to attend all seminars and other scheduled training and events. The grading options for field seminars are Credit/No Credit and will be based on the student's performance in the field and field seminar participation.

- iii. **Case Assignments:** It is required that students receive a broad range of case assignments which will provide them with the opportunity to learn about diversity as it relates, but not limited to age, class, culture, disability and ability, ethnicity, gender identity, and expression, race, sexual orientation, and tribal sovereign status. Students in the Generalist Practice need both micro and macro practice experience with individuals, families, groups, organizations, and communities. Students in the Advanced Practice require clinical practice experience focused on specific concentration areas in Behavioral Health or Children, Youth, and Families. Field Instructors should obtain a copy of the appropriate field course syllabi from the MSW student to clarify specific requirements. Students, Field Instructors and Task Supervisors should engage in frequent and open dialogue about case assignments to ensure the learning opportunities are balanced and challenging, but not overwhelming. **In no situation should a student be required to carry the same caseload as an agency employee.**

- iv. **Purpose of the Field Learning Agreement (FLA)** The student, in close consultation with the Field Instructor, completes the Field Learning Agreement (FLA) within the first three weeks of their internship. The FLA articulates the specific field experience and activities to support the competencies of the required MSW observable

behaviors. This agreement forms the basis for the formal assessment of the student's performance in the field. The Faculty Field Liaison will review and approve the FLA to ensure the identified activities and tasks are appropriate for the student and meet program requirements for each of the defined practice behaviors. The Core Competencies and the related observable behaviors are defined for the students in the FLA, the MSW Student Handbook and course syllabi. The FLA should be reviewed in weekly supervision and during the visit with the Faculty Field Liaison, which helps monitor progress and ensures that all learning requirements are being met. A template of the FLA and other field-related documents can be found on IPT (Intern Placement Tracking) the web-based platform used to monitor most things field education related.

C. Field Program Roles and Structure

- i. ***Role of Field Coordinator and Administration of Field Education Program:*** CSWE requires the Field Education Coordinator (FEC) to be assigned to the MSW Program 100% time, with an appointment of no less than 50% time focused on the Field Education Program. The FEC is responsible for the field program's overall administration, including policy, training, and collaboration with the community. Faculty Field Liaisons participate in the Field Advisory Committee and work with the FEC in the administration of the program. The Field Advisory Committee meets once per semester to discuss program information related to field education, including training and events aimed at improving the overall effectiveness of the program.
- ii. ***Student-Faculty Field Liaison Relationships:*** Each student participating in the field will be assigned a Faculty Field Liaison (FFL) to support the field education experience. The FFL will also function as the Instructor of record for the required field seminars (SW 596.598, 696 or 698). It is the program's goal to have the same FFL, if possible, for the student for the entire academic year. The FFL will facilitate the monthly seminar, review and approve the Field Learning Agreement, and complete a site visit each semester to meet with the FI, student and TS(when applicable) to assess the students' progress in the agency. During the site visits, FFL reviews the behaviors and discusses how they are addressed in the Learning Agreement. If there are gaps in opportunities, the FFL will work closely with the FI and student to develop appropriate activities to address these individual practice behaviors. ([See our Field Site Visit Form for additional details](#))
- iii. ***Student-Field Instructor Relationship-*** The Council on Social Work Education requires that all MSW students in the field be supervised by a professional with an MSW degree and two or more year post MSW work experience. The MSW program

upholds this requirement as the preferred model for quality supervision. Agency Field Instructors(FI) who are employed or contracted by the agency and approved by the MSW program are the student's supervisor of record. Field Instructors must be in good standing with the agency in order to be approved by the MSW program. Students' tasks and activities are assigned by the FI to help meet their core competencies and should provide direct service experience with multicultural and diverse populations. **Field Instructors and Task Supervisors are required to participate in the Field Education Orientation provided by the MSW program every August to help ensure a thorough understanding of the field program's processes and requirement**

- iv. **Role of Task Supervisor** Task Supervisors (TS) who do not have an MSW degree may be assigned to the student in addition to the FI in situations where MSW level supervision is difficult to arrange. In such situations, the TS's role is to provide daily supervision and guidance to the student. The FI is still required to meet with the student weekly. Each student requires one hour of individual weekly supervision with the FI on record. Where available, students may also be a part of group supervision provided by the agency and maybe in conjunction with other graduate students and/or staff. **Group supervision cannot be held instead of individual supervision.**
- v. **Qualifications for Field Instructors and Task Supervisors-** All FI must have an MSW degree from a CSWE-accredited social work program and a minimum of two years post-MSW experience. The FI must be employed or contracted by an agency serving as a placement site and be available to students for support and guidance. All TS must have a master's degree in a related field and two or more years of experience. All FI and TS must complete a Field Instructors Profile in IPT, outlining their practice and supervision experience and upload a resume to the system in advance of the student's placement. They must be in good standing with the agency and must have the approval of agency administration to assume the role of supervisor for the MSW student interns
- vi. **Role of Agency Placement Coordinator-** In situations where the agency is large and has many different divisions and or programs, or when the agency has student interns in multiple programs, the agency may designate a staff person to serve in the role of Agency Placement Coordinator. The role of the Agency Placement Coordinator is to streamline the process for student placement by identifying each year the specific programs and staff that are most appropriate for the MSW student placements. The program and services identified for student placement should provide the experience consistent with the MSW program, exposing them to diverse client populations. The coordinator will serve as the primary contact

between the agency and the campus. Agency staff who desire to work with student interns will work directly with the agency coordinator to ensure all approvals are received before submitting information to the MSW program. The coordinator will also assist student interns with completing any agency requirements such as fingerprints or background checks and ensuring that interns have a thorough orientation and training for placement.

- vii. ***Schedule of Hours and Days for Field Placement*** The sequence consists of a total of twelve(12) units of field practicum divided into two years of study. Students are required to complete a minimum of 480 hours of field practicum for each of the two years in the field sequence for a total of 960 field hours (**minimum**). Students are required to complete 16 hours of field placement each week of the 15 weeks semester and must be able to commit to eight consecutive hours for each of the two days in placement. The specific days and times of the placement will be negotiated between the agency and student and will depend, in part, upon the needs of the agency and the learning opportunities available for students on particular days of the week. **Please note that internship hours are generally during regular agency business operating hours, which is Monday-Friday for most agencies. 8:00am-5:00pm. Students must have access to supervision at all times when completing internship hours.**

***** Due to Covid-19- the minimum hour requirement may be adjusted*****

- viii. ***Attendance Policy*** Students will attend the field placement every week of the semester, according to the Field Education Program calendar. Students will contact the agency FI and/or TS immediately (and in advance) if unable to attend the placement for any compelling reason, including personal/family illness or emergency. The student will need to make immediate arrangements with the FI/TS to make up the missed time to meet the MSW program requirements of completion of a minimum of 240 hours by the end of the semester. The agency will contact the assigned Faculty Field Liaison if the student is absent more than one consecutive week during the semester. Students will only be eligible for an Incomplete grade if they are performing at a satisfactory level in the agency and have completed a minimum of 75% of the hours and field seminar requirements at the end of the semester. In all cases, the student must clear the Incomplete grade and complete all field requirements before progressing to the next field sequence course. Failure to clear the Incomplete as described above will result in the student needing to withdraw from classes and start again in the following academic year.
- ix. ***Winter Intersession, School Holidays and Weekend Hours-*** Arrangements covering the Spring and Fall break as well as Winter Intersession (between the end of the Fall semester and the beginning of the Spring semester) shall be determined by the

Field Instructor, the MSW student and the Faculty Field Liaison. The student's professional responsibilities for client services are paramount in determining the student's time in the agency during the Winter Intersession. If it is determined that, based on the agency's need, the student is required to continue the internship during the Fall, Spring, or Winter Intersession break, such arrangements must be discussed before the start of the internship. Students placed in an Employer-Based Internship (EBI) may be required to return to their position on a full-time basis during the intersession. **The specific arrangements for all expected continuation of the internship during university breaks should be recorded in the Field Learning Agreement for clarity.**

III. PLACEMENT MATCHING PROCESS

- A. Student selection of Field Placement- Students are given access to the approved placement site before the February and May Field Fairs. Students are expected to become familiar with the agencies prior to the field fair to help them select an appropriate field placement site. Students should identify agencies and programs of interest with their academic and career goals that broaden their experience with multicultural populations. Most programs can only accommodate a few students each year, so the placement process is competitive. The February and May Field Fairs provide an opportunity for students to meet with agency representatives to learn about available internships.
 - i. ***Timeline and Submission of Forms*** Students will begin the field placement process by submitting a completed Field Application and an updated professional resume in the Fall before the first year of placement. The Field Application will identify the student's prior experience and preferences for settings and populations. The Field Application and resume will be reviewed by the Field Advisory Committee and/or Field Coordinator, and the student will be instructed to contact the most appropriate sites that are available based on the information in the Field Application. **Students are responsible for scheduling their own interviews with the designated agencies.**
 - ii. ***Referral Process*** All students will be asked for input in the placement matching process, and each placement in field education takes into consideration many student variables including, but not limited to: previous experience, future career goals, and professional interests, the learning experiences available through the agency, geographic locations, field of practice and special needs. Students may only be placed in agencies and sites approved by the MSW program. Though field experience varies with agency-specific circumstances, CSUMB's MSW program expectations and criteria must be met. The Field Education Coordinator is

administratively responsible for coordinating and communicating with community agencies and reporting directly to the Chair of the MSW Department.

- iii. ***Required Interviews to Secure Field Placement*** Once the student has received a placement referral, he/she/they will contact the agency directly to schedule the required in-person interview. The interview should be completed as soon as possible after the referral is made. It is important to note that the interview process is competitive, and students should be prepared for the interview by taking an updated resume and questions to ask the interviewer. Once the interview is completed, the agency will submit a completed [Agency Interview Response Form](#) to the MSW Field Education Coordinator with their choice for students. Selected students will sign and return to the MSW Field Education Coordinator their acceptance of the internship offer. Students who are not selected from the first interview will need to work directly with the Field Coordinator to identify and arrange a second interview for placement.

- B. **Employer-Based Placement Agreement** Agencies may initiate an Employer-Based Placement Agreement with the MSW program if there is a viable interest and capability to provide the current employee with a sound, educationally-based field experience that is different their employment and is in line with CSWE accreditation standards. The agency must be a human service agency or organization in good standing in the community with the ability to provide a graduate-level experience for MSW student interns. The advantage for the student is continued financial compensation while completing the degree requirements. The advantage for the agency is the continued professional development of the employee in order to strengthen and retain the agency workforce. Agencies wishing to pursue this option must complete an [Employer Base Placement Agreement](#) that is submitted to the Field Advisory Committee & Field Coordinator for approval. The agreement outlines potential conflicts of interest, separation of employee supervision and internship supervision, and how this internship can provide a new and appropriate learning experience for the student. These agreements must be negotiated well in advance of each academic year's placement process and approved by the MSW program.

- i. ***Use of Employment as Field Placement Site*** Students may petition the MSW Field Education Committee to consider their worksite as a possible field placement by submitting an Employer Base Placement Agreement form to the Field Advisory Committee. The work site must be a human services agency or organization in good standing in the community providing direct services. The proposal must

clarify how the student's employment duties and practicum activities are distinctly different to ensure new and challenging experiences for the intern. In addition, the learning opportunities must align with the MSW practice behaviors, and field supervision must be provided by an MSW level professional who is not their current supervisor. The proposal must also provide a schedule that adheres to the practicum calendar with the student completing 16 hours per week in the internship each semester and only during the academic year of August through mid-May. Students are not allowed to accelerate the accumulation of hours nor count any employment hours towards the required 960 field hours. Practicum hours must be scheduled at a minimum of 4 hours at a time; however, 8-hour time blocks are preferred to provide the best educational experience.

The Field Advisory Committee will review all proposals on a case-by-case following CSWE accreditation standards to approve agencies and organizations as official MSW Program internship sites. The Field Coordinator will sign off approved proposals. In addition to the proposal, the agency will enter into an Employer Based Placement Agreement regarding the placement of the specific student. The Field Education Coordinator will provide written notification to the student in all cases where a proposal is not approved. **Students should have an alternate plan developed to complete practicum hours in the event the proposal is not approved.**

- ii. ***Policy Regarding Use of Same Agency for GP and AP Practicum***-Most MSW students will complete the two required years of field in two separate agencies in order to broaden their skillset and exposure to varied agencies, populations, and settings. However, students may petition to remain in the same agency by submitting a complete proposal in advance if the organization can offer a completely new and different experience for the student that would also meet the requirements of the field practicum core competencies and practice behaviors for generalist and advanced practice. Students in the AP practicum who already have experience in the agency as an employee may seek experiences that involve policy, planning, and administration to broaden their knowledge and skills beyond direct practice service.
- iii. ***Replacement Protocol*** A change in fieldwork placement will not be permitted after it is initially approved, and the student has started his/her/they placement. The only exception to this policy involves situations in which there are serious infractions that cannot be resolved; the student or the agency may initiate the request for change of placement. It is very difficult to develop an adequate learning experience for a student in a new placement in mid-semester or mid-year. If no appropriate placement can be located, the student may be required to repeat or continue the field placement experience in the following academic year and

delay their graduation date. However, every effort will be made to support the student in a successful transition to a new site.

Requests for changes of placement must involve active participation and approval of the Faculty Field Liaison and Field Education Coordinator. In each case, the student is responsible for completing the agency's termination process, including termination contacts with all assigned clients. The original Field Instructor is also expected to submit a summary (student learning agreement evaluation) of the student's field experience to date, which is shared with the student and becomes part of the school record. In general, placement changes will only be considered at the end of the first semester of the placement.

IV. AGENCY REQUIREMENTS

- A. Site Approval Process:** Agencies and organizations providing social and behavioral health services may apply to become an approved placement site by completing the required:

- ✓ [Agency Profile](#),
- ✓ University-Agency Agreement for Placement U-AAP
- ✓ Field Instructor Profile for each potential Field Instructor
- ✓ Task Supervisor Profile (when applicable)
- ✓ Participate in a site visit with an assignment MSW program faculty or Field Coordinator.

After completing the site visit, the Field Coordinator will determine whether the agency and Field Instructor can provide appropriate learning experiences that align to the MSW Generalist and/or advanced practice behaviors. Agencies approved are then required to have their Field Instructors and Task Supervisors (when applicable) attend the Field Education Orientation that is offered each Fall. Field Instructors and Task Supervisors must be in good standing with the agency, demonstrate a desire to teach MSW students, and be available to provide the necessary support and instruction for a successful field experience.

- B. Supervision Requirements.** Students are required to have one hour of individual supervision with the Field Instructor of record. The Field Instructor must hold an MSW from a CSWE accredited school and have worked two or more years post- masters. Task Supervisors need not have an MSW degree but must have expertise in the specific area of practice and be approved as a secondary supervisor by the Field Instructor assigned to the student and also agency administration. Task Supervisors supplement the education of the MSW students by providing additional time, support, and training. Group

supervision may also be provided by the agency and maybe in conjunction with other graduate students and/or staff members. **Group supervision may not be done instead of individual supervision.** CSUMB does not place MSW students in a field agency without a qualified MSW Field Instructor.

- C. **Training and Orientation for Field Instructors and Task Supervisors-** All Field Instructors and Task Supervisors are required to attend and complete for Field Education Program orientation provided each Fall in advance of student placements. The orientation provides helpful information about the field program process and requirements. More specifically, the orientation identifies the MSW program's mission and goals, the core competencies, and how the field experience helps develop the desired practice behaviors and skills for beginning practitioners. The orientation will be held on campus and may also be offered in the community at agency sites, depending on demand and resources. It is also the agency FI and TS's responsibility to be familiar with the policies of the Field Education Program to support and guide the student. Additional training may also be available to Field Instructors through the campus and the MSW program. Orientation will include safety policies and procedures for the student and clarify the back-up supervisor for the student in the event the assigned FI becomes unavailable.
- D. **Continuing Education Credits for Field Instructors** Field Instructors with the clinical license (LCSW or MFT) may be able to receive CEUs through the Department of Social Work for the completion of the Field Instructor Orientation or other available training.
- E. **Collaborative Field Placement Model** Sometimes, an agency may not have the resources to provide all the student's necessary learning experiences. In such cases, two or more agencies may collaborate by a mutual plan to provide an expanded experience. Students may be rotated or assigned concurrently in two or more such services; however, the student is placed primarily in one agency/program, which has the overall responsibility for field instruction and evaluation of the student. The Field Instructor at the primary agency assumes responsibility for approving the secondary learning experience and Task Supervisor (where available) and reporting to the MSW program. Collaborative field placement may also be arranged for students in a specialized field of practice not supported by the primary concentrations of Behavioral Health and Children, Youth and Families. These specialized areas may include placements in settings that serve aging and older adult populations, veterans, schools, justice-involved youths, school sites, and community-based organizations.
- F. **Professional Behavior and Appearance-** Internship attire and grooming standards should complement an environment that reflects an efficient, professional, orderly business. It may be acceptable to wear casual, comfortable clothes, as long as the appearance is professional. However, appropriate attire should also be discussed with the Field Instructor. Extreme clothing styles, hairstyles, or make-up that are distracting and do not

conform to an acceptable dress code should be avoided. Students should dress in accordance with the requirements of the position, including any health and safety requirements. Each intern and his/her/they Field Instructor has the responsibility to reach an understanding of what is appropriate for the office, client home visits, court and other off-site business-related environments.

Smoking Policy In accordance with California State law, and for health and safety considerations, interns are prohibited from smoking in the internship setting. If interns wish to smoke, they may do so on designated breaks in designated smoking areas or off-premises, and not in view of clients.

Drug and Alcohol Policy in the Field The field education program has a zero-tolerance policy for drug and alcohol use by students in the field. To promote this goal, all interns are required to report to their internship mentally and physically able to perform their job responsibly and professionally. While on agency internship premises and while conducting business-related activities off-premises, no intern may use, possess, distribute, sell or be under the influence of alcohol or engage in the unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs. Violations of this policy may lead to corrective action, including immediate termination from the internship and possibly from the MSW program. The legal use of prescribed drugs is permitted on the job only if it does not impair interns' ability to perform the internship's essential functions effectively and in a safe manner that does not endanger the other individuals in the workplace.

Sexual Harassment Procedures- Personal and/or Sexual Harassment: The MSW program at CSUMB is committed to providing all students in the internship setting a positive experience, free from any form of harassment. To this end, CSUMB and the MSW Program maintain a strict policy prohibiting personal and /or sexual harassment based on race, ethnicity, color, national origin, religion, sex, domestic partner status, sexual orientation, gender identity, gender expression, marital status, physical or mental disability, age, veteran status or any other characteristic protected by applicable law. No student or agency is expected to tolerate any conduct prohibited by this policy from anyone while in the internship setting.

- G. Sexual Harassment Procedure-Personal and/or Sexual Harassment-**The MSW program at CSUMB is committed to providing all students in the internship setting a positive experience, free from any form of harassment. To this end, CSUMB and the MSW Program maintain a strict policy prohibiting personal and /or sexual harassment based on race, ethnicity, color, national origin, religion, sex, domestic partner status, marital status, sexual orientation, gender identity, gender expression, physical or mental disability, age, veteran status or any other characteristic protected by applicable laws. No student or agency is expected to tolerate any conduct prohibited by this policy from anyone while in the internship setting. [For more information, please consult or Title IX](#)

Discrimination Harassment and Retaliation Department

Students and agency supervisors are encouraged to report to the Field Instructor and Faculty Field Liaison any situations that may be defined as harassment, including but not limited to:

- Unwanted sexual advances
- Offering or implying employment benefits in exchange for sexual favors
- Making or threatening retaliation after a negative response to sexual advances
- Visual conduct such as leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons, calendars, or posters
- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, comments about an employee's body or dress
- Written communications of a sexual nature distributed in hard copy or via a computer network
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct such as touching, assault, impeding or blocking movements
- Retaliation for making harassment reports or threatening to report harassment

Sexual harassment can occur between employees with shared gender identity, gender expression, or assigned sex at birth. It is unlawful to sexually harass anyone regardless of gender identity, gender expression, sex assigned sex at birth, and sexual or romantic orientation

Other Types of Harassment Such prohibited harassment includes but is not limited to the following examples of offensive conduct:

Verbal conduct such as threats, epithets, derogatory comments or slurs

- Visual conduct such as derogatory posters, photographs, cartoons, drawing or gestures
- Written communication containing statements that may be offensive to individuals in a particular protected group, such as racial or ethnic stereotypes or caricatures
- Physical conduct such as assault, unwanted touching or blocking normal movement
- Retaliation for making or threatening to make harassment reports to MSW program administration at CSUMB, or for participating in an investigation into harassment allegations.

Complaint Procedure— Any student who believes he/she/they have been subjected to harassment prohibited by this policy should immediately tell the harasser to stop his/her/their unwanted behavior and immediately report that behavior, preferably in writing, to the his/her/their Field Instructor and Faculty Field Liaison. Conversely, any agency Field Instructor or Task Supervisor who is aware of harassment by the student in the agency setting should also immediately notify the student of the concern and contact the MSW Faculty Field Liaison.

V. SAFETY IN THE FIELD

- A. Expectations of Students and Agency Specific Policies:** It is expected that all MSW students be familiar with, and abide by, the specific policies and procedures of the agency in which he/she/they are placed. All students will be provided an orientation to the agency, through which agency-specific policies are addressed including safety. It is also expected that the student abide by the professional code of conduct for social workers, the NASW Code of Ethics. It is also strongly recommended that each site develop a fact sheet that clarifies details about the specifics of the agency, including special requirements such as fingerprints, background checks, bilingual capability, and mileage reimbursement policy.
- B. Guidelines for Orientation to the Agency:** The MSW program at CSUMB promotes each student's safety engaged in the internship experience through education and awareness. All students must be provided a thorough orientation by the agency/internship at the beginning of the placement experience to ensure the student is familiar with all agency policy and procedures, including the agency's safety policies. This orientation experience will be provided within the first thirty (14) days and documented by the agency by completing the Field Orientation Checklist (listed on IPT) signed by the Field Instructor, student, and Faculty Field Liaison. In addition, the employee handbook of the agency should be provided to and discussed with the student to ensure understanding.

The orientation on safety procedures by the agency should include the following:

- Protocol for home and community visits (including preparation for a visit, knowing the neighbor, safety during the visit, and emergency procedures)
- Building safety, after-hours policy
- Use of agency transportation/cars and transport of clients
- Guidelines for the use of cell phones and computers in the internship (both personal and professional)

- Earthquake, fire and other natural disasters
 - Agitated and/or unstable clients
 - Any other agency-specific safety policy or procedure
- C. **Ethical Practice and Confidentiality:** Students shall maintain client confidentiality during the field education experience to adhere to the NASW Code of Ethics's professional conduct. Students are encouraged to share general information in field seminars for educational purposes, but **under no circumstances should the name or other identifying information of a client be revealed.** Students also need to be familiar with and adhere to their agency's specific policies regarding sharing information.
- D. **Reporting Mandates:** Students are expected to become familiar with the legal mandates and professional responsibilities for reporting suspected child abuse and neglect, elder abuse and neglect, and danger to self or others and to make such reports as the law requires. Students should always notify their Field Instructors of such situations and obtain immediate consultation whenever possible. Failure to take appropriate action may result in questionable professional conduct that may affect the field practicum's final grade.
- E. **Professional Liability Insurance & Risk Management-** All students in the internship are covered by under Student Professional Liability Insurance (SLIP) provide through the CSU system. Covered students are enrolled while completing an internship and registered/enrolled in a course that requires the internship experience, including academic breaks during the policy period. Enrolled students also include a student who was assigned and Incomplete, but remains registered for that course until the Incomplete objectives are met, but for no more than one (1) year from the granting of the Incomplete. Agencies requiring students to carry insurance other than the school's SLIP must inform the student prior to the start of the internship. Doing so enables the student to make an informed decision about whether or not they are willing or able to purchase the additional insurance. Students must be familiar with and adhere to all agency policies while participating in the internship experience. In addition, students in an Employer Based Placement are also covered for liability through the agency. **Please note that students remaining in the agency beyond the time required for the degree are not covered for the extra hours by SLIP**

Background Checks, Drug Testing, Fingerprinting and TB Tests CSUMB,
Department of Social Work does not require background checks, drug testing,

fingerprints or TB tests. However, there are field placement agencies requiring social work students to provide a security clearance, background checks, and or other additional information to be placed in their sites. In order to complete the requirement for an MSW degree, students must successfully complete the field placement. It is the student's responsibility to follow up with the agency to obtain the information and clearance needed to satisfy the specific placement requirement. Any fees and additional tests are also the student's responsibility. Noncompliance with specific agency's requirements or not passing the clearance and test may limit placement and may delay advancing in the MSW program, thereby delaying graduation. If this is the situation, the MSW Field Coordinator will make every attempt to place the student at an alternative agency. The program cannot guarantee the availability of placement agencies or the student's acceptance into those agencies.

Furthermore, the student may not be able to earn the MSW at CSUMB. Any results from clearances or additional testing by the agencies are not required by CSUMB, only confirming the student's acceptance for placement. It is recommended that students work closely with the Field Coordinator to make this process as smooth and timely as possible.

The following, though not exhaustive, are the areas of inquiry that may be covered in a background check:

- A sex offender database search;
- A seven-year review of a student's criminal court history, including arrest records and records of misdemeanor and felony convictions
- Address verification;
- Two name verifications (e.g., current legal name and one other name[AKA]);
- Three county check of records;
- A search of the Department of Health and Human Services Office of the inspector General database of excluded persons
- Social Security number verification
- Division of Motor Vehicle record or abstract.

- F. Transportation Use of Personal and Agency Vehicles:** It is expected that all students will have reliable and consistent transportation to and from their field placement site. Most agencies will also require the student to use personal transportation during the field placement day to travel to alternate sites for client contact, training, or other

events. This practice requires that students have a valid California driver's license and automobile insurance. Some agencies may have a carpool where students may access transportation during the field placement experience. In these situations, it will be the agency's responsibility to clear and approve the student for driving as a student intern and provide training for the student on driver safety. **According to university policy, under no circumstances shall a student intern transport a client in his or her personal car.**

- G. Procedures for Incident/Injuries at the site: All occurrences of injury or incident of sexual harassment occurring in the field placement must be reported immediately to the FI and TS assigned to the student. In situations where the FI and TS are not available, the student should report any incident to a program manager or other supervisor at the site. Students requiring basic medical care may obtain care at the campus Health Center located in Building 80 on the CSUMB campus. Students with more serious injuries will need to seek treatment at the hospital or their own physician's office. **Students are reminded to complete all required agency documentation regarding the incident.**
- H. Prohibition of Weapons/Dangerous Objects: Weapons of any type are prohibited in the internship experience, and students must leave all such objects at home. Examples of weapons include pocket knives, box cutters, or any other sharp object with the potential to cause injury. Questions about this policy should be directed immediately to the agency Field Instructor.

VI. EVALUATION OF FIELD PRACTICUM OUTCOMES

- A. Purpose of Evaluation: The purpose of the evaluation is to provide early and ongoing feedback to students on their performance to continue improving knowledge and skills for professional and ethical social work practice. FI and TS play a critical role in this process, and as such, are required to meet with the student often to provide adequate opportunities for discussion and feedback.

Evaluation Process: The student receives a grade of Credit/No Credit for field performance rather than a letter grade. The Field Instructor will complete a mid-year progress evaluation (student learning agreement) of the student at the end of each semester based on their performance in the field and progress on stated core practice behaviors reflective of the core competencies. Students should participate in the

assessment process by completing the evaluator's self-assessment section (see mid-year and year-end student learning agreement form). The Field Instructor recommends the grade, but MSW faculty (field seminar instructor) is the official Instructor of record for the field practicum to assign the final grade. To receive a grade of Credit, the students must demonstrate professional conduct in the field, complete at least the minimum number of required field hours, and meet all requirements of the field seminar course. **The grade of Incomplete may only be considered when the student has met at least 75% of the course requirements** by the end of the semester but needs additional time to complete the work due to exceptional circumstances.

- B. **Problem Identification** Students are expected to adhere to professional conduct at all times in the field and demonstrate the ability to meet the intern position requirements. Concerns about student performances, ex, failure to carry out assigned tasks and activities, inappropriate behavior in the agency, failure to meet client needs, poor attendance, and failure to demonstrate social work practice skill expected at various practice points require active participation and immediate attention. Concerns should be discussed early with the student and assigned Faculty Field Liaison, and a written plan must be developed to address the concerns. Students must be allowed to address the issues and correct any performance issues in a reasonable timeframe. Only unethical and egregious behavior on the part of the student can result in immediate termination.
- C. **Procedures To Address Performance Issues in the Field-** It is encouraged that the Field Instructor and Task Supervisor contact the Faculty Field Liaison as early as possible to share helpful information and identify the next steps in problem resolution. Students may be eligible for a grade of Incomplete in order to extend the field experience with a goal of improving performance in order to meet the expected competency level. This is only an option when the agency Field Instructor and Faculty Field Liaison both believe there is a good chance the student can improve his/her/their performance in the field to an acceptable level in the specified timeframe. The student and the Instructor of the field seminar (faculty field liaison) course must complete a written contract/agreement that clarifies the specific tasks that need completion and improvement as well as the timeframe. **Students must clear the Incomplete grade before proceeding to the next field course in the sequence.**

In situations where extended time in the field is not expected to result in improved competence in the field, the student may be suspended from the field experience for the academic year and will not receive credit for the practicum. In this

instance, the student will be required to enroll again the following academic year in both the field and practice sequences. ***Students who cannot be successful in the field practicum due to professional competence issues may be terminated from the CSUMB MSW program after a second failed placement.***

Level I

-Student and Field Instructor Conference

The Field Instructor and MSW student discussed specific issues of concern in a meeting and corrective action steps are identified. This discussion must happen within the regular semester timeframe (not after). The Faculty Field Liaison may also participate in the meeting. A written agreement with specific tasks and timelines is then prepared with copies for all parties. A reassessment of the student's progress on the plan will be completed and discussed in a subsequent meeting. Issues not satisfactorily resolved at the time of the re-assessment will result in proceeding to Level II.

Level II

A three-way conference is held with the student, Field Instructor and Faculty Field Liaison. The Faculty Field Liaison will review all available student work related to the field practicum in advance of the meeting. The meeting will review identified problems, prior efforts at remediation, and obstacles to resolution. Following the conference, a formal interim written contract is developed that identifies the specific tasks and activities that must be addressed by the student, specifies a time frame for remediation (generally 2-3 weeks) and the consequences of not meeting the requirements. All parties will meet again at the end of the remediation timeframe. Students who have not been able to meet the formal contract requirements may not receive a passing grade for the field practicum and shall either re-enroll in practice and practicum courses the next academic year or be terminated from the program (if this is the second failed placement).

Performance Enhancement Contracts: Issues of professional competence may also arise in the field seminar sequence. When this is the case, students may be eligible for a grade of Incomplete to extend the field experience to improve performance to meet the expected competency level. This is only an option when the agency Field Instructor and Faculty Field Liaison both believe there is a good chance the student can improve his/her performance in the field to an acceptable level in the specified timeframe. The student and the Instructor of the field seminar course must complete a written contract/agreement that clarifies the specific tasks that need completion and

improvement and the timeframe. Students must clear the Incomplete grade before proceeding to the next field course in the sequence.

- D. Termination of Field Placement:** In situations where extended time in the field is not expected to result in improved competence in the field, the student may be suspended from the field experience for the academic year and will not receive credit for the practicum. In this instance, the student will be required to enroll again the following academic year in both field and practice sequences.

Students who cannot be successful in the field practicum due to professional competence issues may be terminated from the CSUMB MSW program after a second failed placement.

- E. Interruption of Field Sequence:** There may be other situations that interrupt the field sequence's timely progression. These may include documented medical condition or hardship for the student, family member, or another unforeseen situation that disrupt the student's progress in the program. When this occurs, it is likely the student will need to re-enroll in the field seminar and GP courses with a new field placement in the following academic year which will cause a delay in graduation. The student may proceed with other courses, but cannot advance to the AP year of the field sequence (SW 696 and SW 698) until successful completion of SW596 and 598 has been achieved.

Procedures addressing performance in Fieldwork and standing in the MSW

Program The procedures for addressing performance issues in Field with the possibility of dismissal from the MSW program should call for a meeting including the students, student advisor, field instructor, faculty field liaison, agency representative, Field Coordinator and Department Chair. If there is no resolution during this meeting, a referral to the SSRC needs to be done.

The Chair of the SSRC will request a committee meeting including the Field Coordinator following the Student Status Review process. Any member of the faculty, the Field Instructor, the Field Coordinator, or a student may initiate the field termination process by communicating her/his/they concerns to the student's advisor who will then confer with the student to inform her/his/them of concerns regarding field performance, obtain the student's perspective, clarify any information, and determine if the student might wish to withdraw. The faculty advisor in collaboration with the Field Coordinator shall prepare a written report that is presented to the student and the Department Chair. The student advisor in collaboration with the Field Coordinator will work with the student to modify the student's ILP.

VII. FIELD PRACTICUM POLICIES

- A. **Academic Policies and Procedures:** Students are required to read and be familiar with all academic policies and procedures in the Student Handbook. The Student Handbook can be on the program [website at](#) Students who receive failing grades in courses taken simultaneously with the field may need to delay further field instruction and re-enroll in the field practicum the following year when the required courses are resumed or repeated.

Fitness for the Profession Policy: The MSW degree is not awarded solely on the basis of credits earned but also requires evidence of competence in theory and practice, and that the student is fit for the profession. The student may be subject to immediate disqualification from the program if he/she is not able to demonstrate “fitness” for the profession of social work (CSU Executive Orders 1037 & 1028, 2009). Specific cases involving issues of fitness will be reviewed by the MSW program administration in order to identify the appropriate outcome. If the MSW student is disqualified, he/she/they will be notified by the Department Chair and have the right to petition for reinstatement following CSU policy.

- B. **Mandated Reporting:** It is the agency's responsibility to ensure that student interns are provided with adequate training regarding legal issues and policies consistent with the practice setting. Students must follow the NASW Code of Ethics and meet legal responsibilities at all times.
- C. **Practicum Grading Policy:** All field courses (SW 596, 598, 696, and 698) are graded on a Credit/No Credit basis. Students must receive a grade of Credit for each course before progressing to the next course in the field sequence. Students receiving a grade of No Credit must repeat the course and the field hours associated with the course. Students receiving a second grade of No Credit when repeating may be disqualified from the MSW program. Incomplete grades are only issued in compelling situations (medical, emergency, etc.) and only when the student has completed a minimum of 75% of all course requirements (hours, attendance in seminars, and required assignments in both classroom and field). Incomplete grade contracts must be completed by the student and the Instructor of record for the field seminar. Extension of time in the field placement must be negotiated with the agency.

- D. **Notification of Academic Concerns:** All students in the field will be notified in writing (or by email) by the 12th week of the semester if he/she/they is at risk for a possible grade of No Credit in the field. Students must be given the opportunity to resolve the identified issues in a timely manner before the end of the semester. Please follow procedures outlined in Section VIII.D.
- E. **Extended Practicum:** There may be situations that warrant the temporary extension of the field placement experience to allow additional time for skill development and meet the practicum experience requirements. These situations require the completion of an Incomplete grade contract as they extend beyond the end of the semester. In no situation will the extended practicum run into the practicum of the following semester.
- F. **Appeals/Grievances to the Field Advisory Committee (Professional Standards)** Students may appeal to the Professional Standards Committee of the MSW program in cases where there is disagreement about the field practicum course's final grade. The committee will consider information provided by the student, agency, and MSW program faculty before deciding the outcome.

VIII SUPPORTS FOR STUDENTS

- A. **Student Disability Resource Center:** Students with disabilities are strongly encouraged to contact the Student Disability Resource Center on the CSUMB campus to request appropriate services and any necessary field education accommodations. Students must also notify the Field Education Coordinator as early as possible (and before field placements are arranged) to facilitate effective field placement planning. Students need to know that significant disabilities may limit the type of field placements available. <https://csumb.edu/sdr>
- B. **Academic Skills Achievement Program (ASAP)** The ASAP program on campus provides a variety of services to support CSUMB students including writing and technology tutors, workshops to support the developmental writing process for students. The program is located in the campus library and offers both drop-in appointments as well as weekly tutoring.

- C. **Personal Growth and Counseling Center (PGCC):** PGCC is committed to providing services that promote the development of the whole person (academically, personally, socially, spiritually, and physically). The PGCC provides high-quality crisis intervention, counseling, consultation, educational outreach programs, support groups, and referrals. PGCC services are available to all CSUMB students.

<https://csumb.edu/pgcc>

- i. **Campus Health Services (CHC):** The CHC provides urgent, primary, and ancillary care (including occupational medicine), as well as referral services to students, faculty, staff, their dependents, and guests of the CSUMB community.

<https://csumb.edu/health>

- ii. **Title-IV-E** Title IV, also known as the Child Welfare Stipend Program, is a competency-based program to prepare social workers for a career in public child welfare; Title-IV-E of the Social Security Act authorizes the Foster Care and Adoption Assistance program to provide Federal matching funds to states for directly administering the program. Its objectives are to improve the quality of care for children in foster care, reduce the number of children in foster care, return children to their homes as soon as conditions permit, and facilitate the adoption or permanent placement of children who cannot be returned to their homes. Title-IV-E offers financial support for tuitions, books, and travel expenses (up to a maximum determined annually by CalSWEC) to public child welfare employees enrolled in a part-time MSW program. Upon graduation, the student must work in a county child welfare agency or the California Department of Social Services child welfare division for two years. A student employed in a county agency must return to that agency and render two years of continuous and satisfactory full-time employment. If a position meeting these requirements is not available in the agency to which the service is owed, the student must search for, apply for and accept an MSW equivalent or higher position in any California county child welfare services agency (or the California Department of Social Services). Title-IV-E program requirements also mandate that participants have a valid driver's license (for jobs that require employees to drive for county business) and have proof of right to work. ***Employees are given preference for this program, some agencies will accept non-Title-IV-E students if they have capacity.***

- iii. **Pupil Personnel Services Credentials (PPSC)** issued by the California Commission on Teachers Credentialing authorizes individuals to provide school service as school social workers and/or school child welfare and attendance regulators. The PPS

credential is usually a requirement for employment as a school social worker in California K-12 public schools. For additional information about the requirements for PPSC please visit our [website](#)

Appendix: Field Forms & Calendar (Posted on the MSW website)

<https://csumb.edu/socialwork/field-educatio>

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