Field Placement
The heart of Social Work

Sacramento State University
Division of Social Work
SWRK 295C/D SYLLABUS- HEALTH AND AGING
FIELD INSTRUCTION & INTEGRATION SEMINAR

Instructor: Maximo A. Garcia, V, MSW, LCSW
295D, Spring 2017, Section 3
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(916)248-0278 or by appointment

COURSE DESCRIPTION
Field Education is a core requirement of the MSW program. It is a four-semester series of integrated courses which place students in human service organizations under the instruction of professional social work practitioners (Field Instructor), and with the guidance of faculty from the Division of Social Work (Faculty Liaison). At the end of the placement, students are required to demonstrate a level of competency of social work practice commensurate with an entry-level MSW social worker. Students take field courses concurrently with social work practice courses. Field Competencies and practice course objectives are designed for maximum integration of the field/practice experience.

Field Education is an educationally–directed practicum through which students are expected to progress in their professional development from one semester to the next. The program recognizes that students develop professionally at different rates, and allows for this differential timing within reason. Students who exhibit particular problem behaviors and/or skill deficiencies in one semester are expected to work on these areas and demonstrate improvement the next semester and throughout the remainder of the program.

COURSE INSTRUCTORS
The Field Instructor is an MSW* working within the placement agency, or contracted by the agency, providing oversight of the student’s learning experience in the placement. The Faculty Field Liaison is a member of the Social Work faculty who tracks the placement, and provides consultation and monitoring for the student and the Field Instructor. In most cases, the Faculty Field Liaison will also be the student’s SWRK 204C/D practice course professor. Students can expect the Faculty Liaison to monitor their placements through sites visits (once per semester) email, phone contact, class discussion, in-person meetings, video conferenced meetings, field journals and process recordings.

*or a masters level social service professional who has been approved by the Field Director

COURSE OBJECTIVES
By the end of the field experience, the student will demonstrate the ability to:
1. Recognize and continually evaluate own attitudes toward diversity, including gender, race, religion, ethnic, class, sexual orientation, age, and disability.
2. Demonstrate an awareness of own needs and motivations for becoming a professional social worker.
3. Identify individual strengths and areas for growth as part of a continual process of personal and professional self-awareness and self-evaluation
4. Demonstrate an intermediate understanding of how agency mission, operational policy and procedures, resources, and funding impact upon the delivery of social services.
5. Demonstrate intermediate understanding and application of an ecological framework for assessment, problem identification, intervention, and evaluation.
6. Demonstrate intermediate knowledge of research skills to identify intervention techniques for evidence based practice.
7. Demonstrate intermediate awareness of professional values and ethics.
8. Apply problem-solving methods and techniques to client systems (e.g. individuals, families, groups, organizations, and/or communities).
9. Demonstrate intermediate awareness of clients’/community strengths and limitations and demonstrate ability to help clients/communities build on and use their strengths.
10. Demonstrate intermediate awareness of community resources and how to engage these resources on behalf of clients.
11. Demonstrate intermediate knowledge & ability to work effectively with diverse populations, building on strengths.
12. Discuss and understand the roles/contributions of multiple disciplines/specializations working in a collaborative effort.
13. Demonstrate integration and application of knowledge acquired in the academic setting to practice situations.
14. Demonstrate an ability to use appropriate oral and written communication skills in organizing and recording necessary client information and completing administrative paperwork requirements.

**CSWE Social Work Competencies**

The Council on Social Work Education (CSWE) has adopted a competency based framework to guide accredited social work program curriculum. What is meant by a social work competency? CSWE defines a competency as the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being (CSWE, 2015, p. 6). These interrelated Social Work Competencies give shape to the competency based framework and are actualized through practice behaviors that students are expected to successfully demonstrate.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
<th>Course Assignments Addressing Behaviors</th>
</tr>
</thead>
</table>
| **Competency 1**
Demonstrate Ethical & Professional Behavior     | 1,2,3,7,14        | • Seminar field check-ins, discussions, exercises
• Field Journal
• Field Internship
• Learning Agreement Activities
• Student Field Evaluation |
| **Competency 2**
Engage Diversity and Difference in Practice      | 1,3,11            | • Seminar field check-ins, discussions, exercises
• Field Journal
• Field Internship
• Learning Agreement activities
• Student Field Evaluation |
| **Competency 3**
Advance Human Rights & Social, Economic & Environmental Justice | 5                 | • Seminar field check-ins, discussions, exercises
• Field Internship
• Learning Agreement activities
• Student Field Evaluation |
| **Competency 4**
Engage in Practice-Informed Research & Research Informed Practice | 6,13              | • Seminar field check-ins, discussions, exercises
• Field Internship
• Learning Agreement activities
• Student Field Evaluation |
| **Competency 5**
Engage in Policy Practice                        | 4                 | • Seminar field check-ins, discussions, exercises
• Field Internship
• Learning Agreement activities
• Student Field Evaluation |
| **Competency 6**
Engage with Individuals, Families, Groups, Organizations & Communities | 3,5,8,9,14       | • Seminar field check-ins, discussions, exercises
• Field Journal
• Field Internship
• Learning Agreement Activities
• Student Field Evaluation |
| **Competency 7**
Assess Individuals, Families, Groups, Organizations & Communities | 3,5,8,9,10,14    | • Seminar field check-ins, discussions, exercises
• Field Journal
• Field Internship
• Learning Agreement Activities
• Student Field Evaluation |
| **Competency 8**
Intervene with Individuals, Families, Groups, Organizations & Communities | 3,5,9,10,12,14   | • Seminar field check-ins, discussions, exercises
• Field Journal |
THE LEARNING AGREEMENT

The following section lists the ten social work competencies on the MSWII Health and Aging Specialization Learning Agreement:

1. Student demonstrates ethical and professional behavior.
   1.1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
   1.2. Engages in productive problem-solving and appropriate conflict resolution and uses open communication.
   1.3. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
   1.4. Demonstrate professional demeanor in behavior, appearance, as well as oral, written, and electronic communication.
   1.5. Use technology ethically and appropriately to facilitate practice outcomes.
   1.6. Use field instruction/supervision and consultation to guide professional judgment and behavior.
   1.7. Demonstrates commitment to continual professional development and life-long learning.

2.0 Student engages diversity and difference in practice.
   2.1. Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.
   2.2. Communicates understanding the importance of diversity and differences in shaping life experiences. Employs diversity-sensitive practice skills with a particular focus on health and/or aging.
   2.3. Presents self as learner and engages clients and constituencies as experts of their own experiences.

3.0 Student advances human rights and social, economic, and environmental justice.
   3.1. Applies principles of social, economic, and environmental justice to advocate for human rights that pertain to health and well-being, healthcare, and/or geriatric care.
   3.2. Engages in practices that advance social, economic and environmental justice within the scope of the agency’s mission.

4.0 Student engages in practice-informed research and research-informed practice.
   4.1. Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.
   4.2. Provides evidence-supported interventions.

5.0 Student engages in policy practice.
5.1 Identifies healthcare and/or aging policy at the local, state and federal level that impacts well-being, service delivery and access to client services.

5.2 Assesses how policies impact the delivery of and access to healthcare and/or geriatric services.

5.3 Advocates for policies relevant to health, healthcare and/or aging.

6.0 Student engages with individuals, families, groups, organizations, and communities

6.1 Applies health and/or aging knowledge and relevant theory (behavioral change, systems, attachment, etc.) to engage clients.

6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

6.3 Establishes rapport quickly, even with ambivalent and highly reluctant clients; elicits and clarifies clients’ needs, values and strengths.

7.0 Student assesses individuals, families, groups, organizations, and communities.

7.1 Collects and organizes factors relevant to mental health assessment on biological, cognitive, developmental, psychological, social, cultural, community and spiritual levels.

7.2 Identifies indicators of all key psychosocial risk and consults appropriately.

7.3 Applies knowledge (on severe illness/recovery, healthcare, aging, etc.) and relevant theory (behavioral change theory, developmental theory, attachment theory, etc.) in the analysis of assessment data from clients and constituencies.

7.4 Demonstrate an understanding of DSM5 and is able to consider appropriate differential diagnosis as it relates to relevant client population.

7.5 Creates mutually agreed-on goals based upon the assessment of strengths, needs, and challenges due to health or aging issues.

8.0 Student intervenes with individuals, families, groups, organizations, and communities.

8.1 Selects appropriate intervention activities, techniques and/or intervention methods that support goal acquisition. Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced and responsive manner.

8.2 Initiates multidisciplinary collaboration with providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, landlords, caseworkers, employers, etc.

8.3 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.

8.5 Facilitates effective transitions and endings in a timely, smooth and thoughtful manner so as to promote client/project goals.

9.0 Student evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

9.1 Selects and uses appropriate methods for evaluation of outcomes.

9.2 Evaluates (monitors and critically analyses) interventions and outcomes.

9.3 Applies evaluation findings to improve practice effectiveness.

10.0 Student takes a leadership role during the course of the placement in an effort to further social work values.

10.1 Proactively identifies opportunities for leadership role that is relevant/beneficial to agency.

10.2 Systematically plans/executes a significant agency activity or service project involving clients, colleagues and/or the community. Consults and uses information from a variety of collaterals, stakeholders, and/or other environmental sources to ensure collaborative nature.
STUDENTS WITH DISABILITIES

Students in need of a reasonable accommodation at the field placement site due to a disability must follow the University procedures regarding students with disabilities (see University Catalogue). Students should contact Services for Students with Disabilities, 916-278-6955, for assessments and accommodation plans, prior to applying for field.

REQUIRED RESOURCES

1. Field Manual: The CSUS Curriculum and Policy: MSW Field Education
   http://www.csus.edu/HHS/SW/FieldEducation/Field-Manual.html
3. Social Work Syllabi for Practice Course: 204C/D

SWRK 295C ASSIGNMENTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Due To</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 204C Syllabus – Give to Field Instructor</td>
<td>By second week of Field - Date needed</td>
<td>Field Instructor</td>
</tr>
<tr>
<td>Learning Agreement</td>
<td>By first week of October – Date needed</td>
<td>Field Liaison</td>
</tr>
<tr>
<td>Field Journals</td>
<td>Dates needed</td>
<td>Field Liaison</td>
</tr>
<tr>
<td>Mid-Semester Progress Report</td>
<td>By first week of November– Date needed</td>
<td>Remind Field Instructor</td>
</tr>
<tr>
<td>Field Semester Site Visit</td>
<td>To be Scheduled by Field Liaison and Field Instructor</td>
<td></td>
</tr>
<tr>
<td>295C Student Evaluation</td>
<td>By the last Friday of Field 12/09/16</td>
<td>Field Liaison</td>
</tr>
</tbody>
</table>

SWRK 295D ASSIGNMENTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Due To</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 204D Syllabus – Give to Field Instructor</td>
<td>Submit to the professor’s mail box (or in person) on 2/3/17, by 9:30am</td>
<td>Field Instructor and Field Liaison</td>
</tr>
<tr>
<td>Review and Revise Learning Agreement</td>
<td>Submit to the professor’s mail box (or in person) on 1/27/17 by 9:30am</td>
<td>Field Instructor and Field Liaison</td>
</tr>
<tr>
<td>Field Journals</td>
<td>Shared in your 204D class on 2/23/17, 3/16/17, 4/13/17</td>
<td>Field Liaison</td>
</tr>
<tr>
<td>Mid-Semester Progress Report</td>
<td>Submit to the professor’s mail box (or in person) on</td>
<td>Field Liaison</td>
</tr>
</tbody>
</table>


### COURSE ASSIGNMENTS

Faculty Field Liaisons assign the following course requirements. Satisfactory completion of these assignments as directed by the Faculty Field Liaison is required to receive credit for the field course. Faculty Field Liaisons have discretion to develop their own versions of the asterisked assignments. Each student is responsible for completing each of the following within the time frame specified:

1. **SWRK 204C/D SYLLABI:** Students must provide their Field Instructors with a copy of this syllabus and should discuss ways of integrating course material with the field experience. Students must give Field Instructors sufficient advanced notice about any field-related assignments that require Field Instructor participation and/or review.

2. **LEARNING AGREEMENT (LA):** During the first month of placement, students and their Field Instructors will engage in an assessment of student educational needs, and together will develop a LA according to a form provided by the Division. Faculty Liaisons, if needed, are available to assist in developing the LA. The LA should be considered as the overall roadmap for the student’s learning experience throughout the year. It should be **reviewed regularly** during the field instruction hour by the student and Field Instructor, and modified as needed. Students are responsible for submitting the completed and signed Learning Agreement to their Faculty Field Liaison.

3. **FIELD JOURNALS** – The purpose of this assignment is for students to demonstrate the ability to engage in self-reflection and integration of classroom knowledge with field practicum experience. Journals also provide an opportunity for Faculty Field Liaisons to monitor the progress of the placement. **Be prepared to share your field journals in your 204D class on 2/23/17, 3/16/17, and 4/13/17. I will be attending part of your 204D class on these dates. We will use this opportunity to not only reflect and discuss your field practicum experiences, but also to help you practice **vulnerability and bravery**. This process can also be transformative towards your **professional and personal development**. Afterward, you will submit your journals to me to read and review. I will give them back to your 204D instructor (Ms. Stern) within a week. Ms. Stern will then return your Journals back to you at her earliest convenience.

4. **MID-SEMESTER FIELD PROGRESS REPORT:** This report is a tool to help the student, Field Instructor and Field Liaison identify any potential struggles or challenges that can be addressed in order to support a student’s progress in field education.

5. **STUDENT EVALUATION** – This document should be consulted while the *Learning Agreement* is developed. The student is responsible for making arrangements in a timely manner for the Field Evaluation to be completed at the end of the semester. The recommended process is for student and Field Instructor to complete the Evaluation form individually, then meet together to discuss the results. If there is a Task Supervisor who has worked with the student, he or she should have input into the Field Evaluation and should sign the form in addition to the Field Instructor. Students must turn in an original Field Evaluation with signatures by the end of the semester in order to receive Credit for the course. Students are encouraged to make copies of their field evaluations for future reference.

**NOTE:** Faculty Liaisons may require additional assignments, but these must be clearly stated in writing and provided to
the student at the beginning of the academic year. In addition, Liaisons may require students to meet individually and/or as a group during the semester, outside of practice class. *Students failing to complete field assignments in a timely manner may receive a NC for field.*

7. MAIL BOX-Instructor has a mail box in the Social Work Department, Mariposa Hall 4010. All written assignments are to be submitted to the instructor’s mail box at the designated date and time. Written assignments can be personally submitted to the instructor during office hours or by appointment.

**FIELD INTERNSHIP EXPECTATIONS**

Students must meet the requirements of their field placement. To meet these requirements, students are provided with a set of educational experiences under the supervision of the Field Instructor. The expected minimum field assignments include:

1. **DIRECT WORK WITH CLIENTS.** Students must work directly with the client populations served by their agencies. It is expected that each student will carry a “learner’s” load of 4 to 6 cases throughout the semester. Students are expected to participate in engagement, assessment, and intervention phases of the helping process. Students must have opportunities to work with diverse clients, including women, ethnic minorities, GLBTQ, or other specialized populations. Agency and academic documentation is required, including: process recordings, case assessments, field journals, ongoing case/group recordings, and administrative reports. Any documentation required by the agency must be completed.

2. **GROUP WORK.** Students must have an opportunity to co-plan and co-facilitate one or more groups within their agency settings. The identification of this assignment is done in conjunction with the Field Instructor in order to ensure that the type of group is consistent with the level of intervention skills of an emerging practitioner. It is understood that some agencies do not offer client groups. In these situations, the student must facilitate an agency task group, staff meeting, coalition meeting, board meeting, etc.

3. **IN Volvement IN AGENCY LIFE.** Students should be encouraged to…
   - Participate in staff meetings
   - Attend at least one board meetings during the field year
   - Participate in community events and/or inter-organizational meeting.
   - Present a case in a staffing forum used by the agency

4. **TIME REQUIREMENT.** The time requirement for the second year MSW field course is 3 days/week, 8 hours/day, over the course of 32 weeks (Fall and Spring semester).*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Spring</th>
<th>Total Hours</th>
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</thead>
<tbody>
<tr>
<td>Weeks/Hours</td>
<td>14 wks x 24 hrs = 336 hrs</td>
<td>18 wks x 24 hrs x = 432 hrs</td>
<td>32 wks = 768 hours</td>
</tr>
</tbody>
</table>

*NOTE: These hours may vary depending upon University and Field Agency holidays.

- Field placement days for MSW II students are Monday-Tuesday-Wednesday to accommodate the second year course schedule.
- Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the students required 24 hours per week in field.
- Time spent commuting to and from the agency as well as non-working lunches may not be counted toward the field hour requirement.
• Time invested in field-related workshops must be pre-approved by the field instructor.

5. ATTENDANCE. Attendance and punctuality in field demonstrate professional accountability (Competency 1). If, due to illness or emergency, a student is unable to report to field or will be late, the appropriate agency personnel must be informed as early as possible. The Field Instructor must be informed of the reason, and the student is responsible for any missed field obligations.

6. “SUPERVISION” WITH THE FIELD INSTRUCTOR. Educational supervision or “Field Instruction” is a collaborative relationship between the Field Instructor and the intern that facilitates the development of professional competence. It is an interactional process in which the primary purpose is to ensure the quality of client care while the intern is gaining professional competence. Because performance as an adult, self-directed learner is the work pattern demanded in field instruction, it is the student’s responsibility to evaluate his or her own work, and accept constructive feedback. A minimum of one hour per week of scheduled educational supervision with the Field Instructor is required.

7. PRACTICE CLASS = INTEGRATIVE SEMINAR. Integrative Field Seminar is designed to provide students with an opportunity to integrate classroom theory to current field and professional experience. The Seminar occurs in conjunction with the practice class. Seminar involves peer consultation, challenging personal and professional values, self-exploration and reflection, critical thinking and group building. Since the goal of the Seminar is to apply knowledge, values, and skills to practice, the success of the Seminar depends on each student’s full participation and engagement. This includes respectful sharing and listening to the opinions and concerns of others, offering suggestions and ideas in a positive and supportive manner, and being willing to promote group cohesiveness in a learning environment. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision.

8. SEMINAR IS NOT
   • A forum to complain about problems in the field – problems are best addressed with the people involved. If you have a problem, you can discuss how you are working to resolve the problem. The most appropriate way to discuss a problem is in the context of a problem solving model. See your field textbook for this model.
   • A gossip session – before you speak, ask yourself if what you are going to say contributes to your own learning and that of your peers. If not, don’t say it. Do not discuss client issues with anyone outside the seminar setting.
   • A therapy session – while feelings related to your developing competence as a social worker in training are appropriate, issues related to your personal life need to be addressed in a different environment.

9. THE ROLE OF THE FACULTY FIELD LIAISON. The Faculty Field Liaison serves three main roles: to assist and assess students in their professional growth and development as they progress through the field education curriculum; to assist Field Instructors in the development of appropriate learning opportunities or support them in their role as a Field Instructor; and to mediate or resolve problems affecting a student’s progress in the field. More information about these roles can be found in the CSUS Curriculum and Police MSW Field Education posted on the Division of Social Work website at http://www.csus.edu/HHS/SW/FieldEducation/Field-Manual.html

10. FACULTY FIELD LIAISON VISITS. The Faculty Liaison will conduct a “site visit” one time a semester to confer with the student and Field Instructor about workload and performance. The format and schedule of visits will vary depending on the needs of agencies, students, and Faculty Field Liaison. “Site visits” may be conducted through a “video conferencing” if the Faculty Field Liaison and Field Instructor agree that this format is a suitable substitute for an actual in-person site visit.
11. PROBLEM-SOLVING PROCESS. If the student identifies a problem in the field placement that does not involve discrimination, harassment or retaliation, then he/she should follow the Problem Solving Process described in the CSUS Curriculum and Police MSW Field Education posted on the Division of Social Work website at http://www.csus.edu/HHS/SW/FieldEducation/Field-Manual.html

12. UNIVERSITY INSURANCE FOR FIELD STUDENTS. Sacramento State students performing internships through the Division of Social Work, who are enrolled and registered in their respective SWRK 295C/D courses, are covered under two insurance programs for the calendar year when a current CSUS agreement/contract is in effect: a) SPLIP: Professional Liability Insurance Program, and b) SAFECLIP: Student Academic Field Experience for Credit Liability Insurance

13. SAFETY. As part of professional social work education, students will have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the Field Instructor and/or agency staff regarding any safety concerns as soon as they arise.

14. AUTOMOBILE INSURANCE. Sacramento State does not provide automobile insurance for students. Liability related to interns transporting clients in personal vehicles is between the agency and the driver in agreement together. The University does not cover the cost of automobile insurance for any of its interns. Sacramento State shall not be held responsible or liable for incidents related to interning students transporting clients.

15. USE OF SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others.

Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students’ social networks. Client material must not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Division of Social Work, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as Sacramento State University and the Division of Social Work program while in the classroom, the university community, and the broader area communities.

16. CELL PHONES: Cell phone use in the field placement has ethical, legal, and liability implications. It also has implications regarding professional boundaries and self-care. Use of a personal cell phone for client communication is strongly discouraged, but if necessary, should be planned well and in advance with your Field Instructor.
17. **TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, Sacramento State University is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may be found at http://www.csus.edu/titleIX/

18. **GRADING:** Field Education is a year-long course graded on a Credit/No Credit basis. A grade is given at the end of each semester. A student may not proceed to the next semester unless he or she receives “Credit” for the preceding semester. Field Instructors do not assign grades. They evaluate students and provide input into the overall assessment of students’ performance in the field. The Faculty Liaison assigns either Credit (CR) or No Credit (NC) at the end of the semester. Grades are largely based on performance in the placement, but are also based on the completion of any field-related assignments required by the Faculty Liaison.

Grades are based on the following criteria:

- a. Student completes all field assignments (specified above) in a timely fashion,
- b. The quality of these assignments,
- c. The student’s field evaluation, completed by Field Instructor, and
- d. The liaison’s assessment of the student’s professional development relative to the Learning Agreement competencies set forth in this Syllabus, and whether or not the student is ready to practice social work at the baccalaureate level.
- e. Completion of the entire 32 week placement in the same agency. Exceptions may be made to this policy in extreme circumstances based on the discretion of the Field Director.
- f. An Incomplete “I” grade is given when it is determined that a student has not yet met the minimum competency expected by the end of the semester and/or missed days at field for approved reasons. A Performance Improvement Plan is developed by the Faculty Field Liaison and agreed upon with the Field Instructor. When the student has satisfactorily met the objectives set out in the Performance Improvement Plan, the student can receive a grade of “CR”.

19. **FAILING A FIELD COURSE OR A PRACTICE COURSE**

Field and practice courses are co-requisites and must be taken concurrently. Failing one will stop a student’s progress into the next semester of field and practice. Please see examples below.

**Example 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Final Grade</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>204C</td>
<td>C- or lower</td>
<td>Student must repeat 204C the following year and may not proceed to 204D until 204C is passed.</td>
</tr>
<tr>
<td>295C</td>
<td>Credit</td>
<td></td>
</tr>
</tbody>
</table>

**Example 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Final Grade</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>204C</td>
<td>C or better</td>
<td>Student must repeat 295C the following year and may not proceed to</td>
</tr>
</tbody>
</table>
20. **REPEAT POLICY.** Students may receive a “NC” for field due to inability to complete the required time commitment, and/or for inability to achieve minimum competence in one or more key competencies. When a student earns a “NC”, the Faculty Field Liaison may recommend to the Field Director that the student be allowed to repeat the course. *Permission to repeat the course is governed by the University’s Repeat Policy, and by the Division of Social Work’s Field Problem Solving and Review Process (See the CSUS Curriculum and Police MSW Field Education at [http://www.csus.edu/HHS/SW/FieldEducation/Field-Manual.html](http://www.csus.edu/HHS/SW/FieldEducation/Field-Manual.html)).*