



SACRAMENTO STATE

COLLEGE OF HEALTH AND HUMAN SERVICES

DIVISION OF SOCIAL WORK

FIELD EDUCATION

MSW Field Manual

CURRICULUM AND POLICY GUIDE:
MSW FIELD EDUCATION

revised September 2019



PREFACE



To all Field Instructors, Students and Field Faculty

This Curriculum & Policy Guide: MSW Field Education or “*MSW Field Manual*” was written for you. It contains the what, why, and wherefore that will facilitate the education, training, gate keeping and professional development responsibilities each of you assumes when you take on your respective field education roles.

Please review these guidelines before you begin the field practicum

Field is the “Heart of Social Work Education.” It is the theory/practice nexus that demonstrates a student’s readiness for the profession. Not simply an apprenticeship, field is an educational and professional development effort that involves real live clients and situations. Because of this, the utmost care must be given to this collective endeavor.

This Field Manual includes:

1. The Division of Social Work’s vision, mission, goals, objectives and overall student standards;
2. The Field Syllabi for the Foundation Year and Specialization Years field courses;
3. The roles and responsibilities of the Division, Agency/Organization, Field Instructor, and Student in the field education experience; and
4. The MSW Field Education Policies and Procedures that facilitate the:
 - Professional development of the student
 - Integration of classroom and field content
 - Prevention/resolution of field problems

The Field Education program of the Division of Social Work thanks each of you for carrying out your roles and responsibilities, and thanks every agency that volunteers its resources to assist in the education and training of competent professional social workers.

GLOSSARY OF TERMS

- Client Systems:** Refers to the “focus of intervention”/“target for change”. This may be an individual, a couple, a family, a small group, a large group, an organization, a community, or society—politics & legislation and the environment in which the client exists.
- Environment:** Is the context, including the natural world, in which the client exists (context includes elements such as socio-economic and political conditions, culture, community, transportation or educational system, and so on).
- Field Instructor:** Is the student’s “social work educator in the field.” This is a person with a social work degree who is employed by the field agency (or who contracts with the agency) and is willing and able to provide instruction to a particular student and who has participated in the Division’s Field Instructor training.
- Task Supervisor:** Is a regular agency staff member who is responsible for the day-to-day assignments of the student and the observation and assessment of the skills portion of student learning. This person works closely with the Field Instructor to oversee the student’s placement, and does not need to have a social work degree.
- Faculty Field Liaison:** Is a faculty member of the Division of Social Work who is responsible for monitoring the student’s field experience and recommending the student’s grade for the field course.
- Generalist:** Refers to the student who can engage in beginning social work practice with all client systems using social work roles such as advocate, broker, caseworker and employing the empowerment and strengths perspectives in their approach to working with clients.
- Levels of Practice:** Is a way of categorizing which refers to the size and complexity of the different client systems. Going from smallest (the individual) to largest (society), the terms variously used are as follows: *micro* (individuals, couples, families), *mezzo* (small treatment or task groups), *macro* (large groups, organizations, communities, society—politics & legislation); or *direct* (individuals, couples, families, treatment groups) and *indirect* (task groups, organizations, communities, society); or *small system* (individual, couple, families, treatment/task groups), and *large system* (organizations, communities, society).
- Processing:** This is a term used in the Social Work profession which refers to the act of “reflecting upon” the field experience. Students “reflect” upon what they are engaged in and what they have learned by “doing.” Processing time includes the instructional hour, time to do written field assignments (such as “process recordings” and the field journals), self-reflection, and processing after each client or major activity.

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SECTION I:

DIVISION OF SOCIAL WORK VISION, MISSION GOALS AND STUDENT STANDARDS

The Division of Social Work is part of a comprehensive regional University located in the State Capital. Its service area encompasses an urban/suburban/rural area. Given its service area, the Division is committed to addressing the professional needs of both rural and urban areas. It meets this commitment by providing CSWE accredited educational programs which focus on the empowerment of all oppressed groups and issues of social and economic justice.

The Division's mission of both the MSW programs is consistent with the professional competence and leadership missions of the University and the College of Health and Human Services. The following Vision, Mission, and Guiding Principles were unanimously adopted by faculty in October, 2006.

VISION

We envision our graduates to be part of a globally conscious educational community with a lifelong passion for learning and a quest for excellence whose practice is guided by a commitment to sustainable human and societal development. Our individual faculty strengths join to create a mosaic of integrated program excellence. Our curriculum is distinctive and continually works toward evaluation and dynamic change through engagement and interaction with our diverse community. Through teaching, research, and joint collaboration we address solutions to community and world problems using various levels of intervention with a commitment to social justice.

MISSION

The Division of Social Work strives to prepare competent social workers who can both lead and serve the richly diverse region in the development and delivery of services that contribute to human well-being and social justice. Towards this end, the Division offers high quality undergraduate and graduate degree programs and teaching, research, and joint collaboration with the community.

Our mission is strengthened by the following guiding principles:

- As the Division of Social Work, we value the richness of human diversity; respect for human uniqueness; and constructive response to the challenges of diversity in an evolving pluralistic society.
- We value an educational curriculum and practice approaches that advance social justice: including, but not limited to, the attention to human rights; confrontation and transformation of oppressive forces; and empowerment of populations at risk.
- We value the importance of human relationships that are strength-based and promote human well-being, through collaborative and partnership processes.
- We value the preparation of ethically-driven, critical-thinking change agents who practice with and on behalf of individuals, families, groups, organizations, and communities.

- We value recruiting and maintaining a diverse faculty who collectively share the division's guiding principles and whose individual strengths and experiences provide special expertise to accomplish the division's mission.
- We value the inevitability of change as evidenced by our commitment to a curriculum that is dynamic and responsive to different levels of knowledge and practice approaches.

GOALS

The following Division of Social Work goals derived from this mission serve as goals for the MSW programs.

1. Leadership
Provide leadership in the development and delivery of services responsive to strengths and challenges with the context of human diversity, human rights, oppression and social justice.
2. Competencies
Prepare ethnically-driven, critical thinking, competent entry level and advanced professional social workers with a generalist perspective and skills as applied to specific and emerging areas of practice.
3. Curriculum
Provide curriculum and teaching practices at the forefront of the new and changing knowledge base of the theory and research in social work related disciplines as well as the changing needs of our diverse client systems.
4. Global Perspective
Analyze, formulate and influence social policies that develop and promote a global as well as local perspective within the context of the historical emergence of Social Work practice regarding human rights, oppression and social justice.
5. Accessibility
Structure and offer programs and curricula in a way that provides availability and accessibility (weekend, night classes) that meet the needs of our diverse student body as well as complies with CSWE accreditation standards.
6. Diversity
Recruit, develop and retain diverse students and faculty who will through multi-level practice contribute special strengths to our programs and profession.

MSW PROGRAM LEARNING OBJECTIVES

Consistent with these mission and goals, the MSW program is designed to achieve 17 learning objectives. The first 12 objectives are emphasized in the Foundation Year. These continue to be developed in the Specialized Practice Year, with additional objectives 13 – 17.

Upon graduation, MSW's demonstrate the ability to (terms in parentheses refer to Division goals):

Foundation Practice Learning Objectives

1. Apply critical thinking skills to question, understand, and analyze phenomena in the context in which they occur (critical thinking).
2. Internalize professional values and ethics of the NASW Code of Ethics and the principles for ethical decision making (values and ethics).
3. Respect the multi-dimensions of diversity and understand the meaning of these in practice with and on behalf of diverse client systems (diversity).
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of empowerment, advocacy, and social action that advance social and economic justice (oppression and social justice).
5. Identify and interpret significant trends and issues in the history of the social work profession and its contemporary practices and issues (social work profession).
6. Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations, and communities (generalist practice).
7. Apply developmental and ecosystems perspectives and selected human behavior theories to multidimensional assessments in generalist practice (human development and behavior).
8. Assess the relationship of social policies to client system needs and engage in planned activities to develop policies and services responsive to human well-being and social justice (social welfare policies and services).
9. Develop an empirical base for practice through evaluation of research studies, use of research findings, and evaluation of practice interventions (research).
10. Use relationship and communication skills to establish facilitative conditions for professional relationships (relationship/communication skills).
11. Use supervision and consultation for continuous development of awareness, knowledge, values, and skills (supervision and consultation).
12. Use organizational resources to serve client systems and help develop needed resources (organizational competence).

Specialized Practice Learning Competencies

When integrated with the foundation objectives, graduates demonstrate the ability to:

13. Engage in multi-skilled practice through multi-level interventions to deliver and develop services that enhance human well-being while attending specifically to the needs and empowerment of those in vulnerable life conditions (advanced generalist)
14. Provide leadership through culturally competent direct practice; the development and administration of policies and services; and social and political action to facilitate sensitivity to cultural and ethnic diversity and the achievement of social and economic justice (social change/leadership).
15. Engage in theoretical and practice research and evaluation necessary for accountability and evidence of effective practice and to contribute to professional knowledge building (advanced research).
16. Understand and use specific theoretical models to inform strategies, skills, and techniques for practice respectively with individuals, families, groups, organizations, and communities (advanced theory).
17. Develop the ability to apply the core concentration knowledge and skills to specific practice contexts and populations and to add pertinent specialized knowledge and skills for this practice through the planned use of electives and the Culminating Experience (generic/specific integration).

STUDENT STANDARDS

Based on the vision, mission, goals and objectives of the MSW Program, the Division of Social Work has identified the following Academic Standards for Student Performance. Students are expected to act according to these standards in all of their academic efforts, both classroom-based and field education. The standards are as follows:

1. Behave in an Ethical Manner

A student who *behaves in an ethical manner* undertakes to thoroughly understand and adhere to professional and personal codes of conduct that reflect an unyielding respect for self and others. This student acts in an ethical and principled manner not because it is expedient or self-serving but rather because to do so engenders, uplifts, and strengthens the inherent value and dignity of all peoples and because it is right in outcome and means.

2. Take Responsibility for Learning

A student who *takes responsibility for learning* demonstrates intellectual curiosity and initiative. This student understands the importance of regular, punctual attendance, is prepared to learn, sets learning goals, actively engages in learning tasks, uses available resources, evaluates own actions and works, and meets deadlines and due dates.

3. Think Critically

A student who *thinks critically* demonstrates willingness to question, patience to doubt, and readiness to reconsider. This student reflects on and evaluates information, details, evidence, and/or his or her own ideas and work in order to draw conclusions, solve problems, and/or conduct investigations.

4. Communicate Skillfully

A student who *communicates skillfully* writes and speaks in a clear, organized, and interesting manner. This student does so in both formal and informal situations and for a variety of audiences and purposes.

5. Collaborate Effectively

A student who *collaborates effectively* works with peers and/or mentors to produce something greater than what could accomplish individually. This student initiates their own involvement, helps lead groups to set and achieve goals, is an active learner, acknowledges contributions, and works towards solutions.

6. Produce Quality Work

A student who *produces quality work* exceeds the minimum requirements of tasks to create products or performances that reflect skill, creativity, sophistication, and scholarly achievement. This student gives attention to detail and, uses technology effectively to complete tasks, products and/or presentations.

7. Assumes Responsibility for Obstacles to Learning

A student, who *assumes responsibility for obstacles to learning* prioritizes the need to act on impediments and obstacles, seeks assistance early, as needed, from appropriate sources, and strives to increase self-awareness about learning style and resources to maximize benefits from all learning experience.

SECTION II:

MSW FIELD COURSE SYLLABI

Field Education is a core requirement of the MSW program. It is a four-semester (32 weeks) 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 Field Liaison). At the end of the placement, students are required to demonstrate a level of proficiency 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. In most cases the student's social work practice professor will also act as the student's Faculty Field Liaison.

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.

The Division of Social Work offers three advanced Specialized Practice areas for the Advanced Level year: Behavioral Health, Health and Aging, and Children and Families. Advanced Level field placements provide opportunities for students to develop competencies in their chosen specialized levels of practice.

COURSE INSTRUCTORS

The Field Instructor: A Degreed Social Worker

The Field Instructor is the student's "social work educator in the field." The Field Instructor is a degreed social worker working within the placement agency, or contracted by the agency, who provides oversight of the student's learning experience in the placement. Field Instructors for MSW students hold a master's degree in social work from a CSWE-accredited program. A primary role of the Field Instructor is to teach the social work perspective.

The Faculty Field Liaison

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 Liaison will also be the student's practice course professor. Students can expect the Faculty Liaison to monitor their placements through sites visits (once per field course), email, phone contact, video conferencing, class discussion and in-person meetings.

MSWI FIELD ADMISSION CRITERIA: FOUNDATION YEAR

ACCEPTANCE INTO MSW PROGRAM

A student needs to have been accepted into the MSW program and have an official status of “graduate student.” A fulltime MSW students begins field in the first semester in the program. A part-time student begin field in the fall semester of the second year of the three-year program.

FIELD APPLICATION

The student needs to submit a completed MSW Field Application (May).

MANDATORY FIELD ORIENTATIONS

Students need to attend two separate MSW Field Orientations

- First MSW Field Orientation (June): This orientation helps the student better understand the mission of field education. As well, students will learn the process for how to interview and accept a field placement. .
- Second MSW Field Orientation (August): This orientation occurs directly before students enter into their placement. Topics covered: The Learning Agreement, the Council on Social Work Education (CSWE) Competencies, Safety in the Field, Legal and Ethical Concerns, and Self-Care.

CRIMINAL BACKGROUNDS

Students who have misdemeanors or felonies on their record (even if the convictions were long ago or have been expunged) must meet with either the Field Director or Field Coordinator prior to receiving a field referral. There is requirement to complete paper work disclosing the offenses.

AGENCY INTERVIEW AND FIELD REFERRAL PROCESS

The student interviews at and is accepted by an approved field agency. The student has three opportunities to interview (i.e., at three different agencies). The student completes and submits the required field “acceptance or denial” forms after the interview.

Note: A field practicum is not guaranteed by the Division of Social Work. A student has to be able to demonstrate a certain level of professionalism and aptitude in order to be accepted at a placement.

MSWII FIELD ADMISSION CRITERIA: SPECIALIZATION YEAR

MSWI FIELD CONVOCATION

The student needs to attend this mandatory three-hour convocation discussing how to apply and interview for a MSWII field placement (January).

MSWII FIELD APPLICATION

The student needs to submit a completed MSWII Field Application (February).

AGENCY INTERVIEW, AGENCY ACCEPTANCE AND FIELD REFERRAL PROCESS

The student interviews at and is accepted by an approved field agency. The student has three opportunities to interview (i.e., at three different agencies). The student completes and submits the required field “acceptance or denial” forms after the interview.

Note: A field placement is not guaranteed by the Division of Social Work. A student has to be able to demonstrate a certain level of professionalism and aptitude in order to be accepted at a placement.

ADVANCEMENT TO CANDIDACY

The student has to complete the “Advancement to Candidacy” (February) and successfully advance in order to be allowed to register for the field course.

FIELD COURSES AND CO-REQUISITES

Field education courses must be taken concurrently with social work practice courses.

| Level | MSWI Foundation | MSWII Behavioral Health | MSWII Child & Family | MSWII Health & Aging |
|---------------------|--------------------|----------------------------|-------------------------|-------------------------|
| Practice Courses | 204A/B | 206A/B | 207A/B | 208A/B |
| Field Courses | 295A/B | 296A/B | 297A/B | 298A/B |

All students, including part-time students, are required to take their social work practice course while they are in field placement and must meet all other University prerequisites (see the University Catalog). Students must be in good academic standing to proceed into field. Students with grades of “Incomplete” or “No Credit” in the preceding practice course will not be allowed to enter field.

TIME REQUIREMENTS

MSWI: Foundation Year

The time requirement for MSWI field course is 2 days/week, 8 hours/day, over the course of 32 weeks (Fall and Spring semester).*

| Fall | Spring | Total Hours |
|---------------------------------|---------------------------------|---------------------|
| 14 weeks x 16 hours = 224 hours | 18 weeks x 16 hours = 288 hours | 1 weeks = 512 hours |

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

- Field placement days for MSWI students are Thursday and Friday to accommodate the schedule of MSWI classes.
- Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the students required 16 hours per week in field.

MSWII: Specialization Year

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).*

| Fall | Spring | Total Hours |
|---------------------------------|---------------------------------|----------------------|
| 14 weeks x 24 hours = 336 hours | 18 weeks x 24 hours = 432 hours | 32 weeks = 768 hours |

**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.

MSWI and MSWII Levels

- 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.
- Field hours must be held during the time when the agency is active so the student can participate in the “life of the agency,” e.g., staff meetings, case conferences, and in-service trainings. This is almost always during the day (8am to 5pm), Monday through Friday. If a student cannot be available during these daytime hours, it is probable they will not be able to enroll in the field course. See “Evening and Weekend Policy,” below and in Appendix I.
- Students may complete agency orientations and/or training in the summer prior to the first field semester. However, the hours spent pre-semester *will not* count towards the required field hours.
- Students must follow the Field Calendar published at the beginning of each academic year. Students may not accumulate hours in an effort to complete the requisite hours before the specified ending date for Field, and the Division of Social Work assumes no responsibility for any student who engages in field activities outside designated field time.
- Any alternative schedule must meet with the approval of both the agency and the Field Director and cannot conflict with the student's class schedule. These arrangements should allow for the student to participate in the "life of the agency," e.g., staff meetings, case conferences, and in-service training.
- Most placements run from early September through mid-May. Some agencies may require students to extend their placements beyond the dates on the Field Calendar but the student must be informed and must acknowledge this exception prior to accepting the placement. The Division, on occasion, requires students to attend on campus events during their normal field hours. Students are not required to make up these hours in their field agency (all such required meetings will be listed on the Field Calendar).

Evening and Weekend Policy

Many students who work full time request evening or weekend placement because of their employment. The Division of Social Work, Field Education Office believes that interning during those hours would not provide the student the opportunities and training necessary to fulfill the objectives/learning goals of an practicum.

Field hours must be held during the time when the agency is active so the student can participate in the “life of the agency,” e.g., staff meetings, case conferences, and in-service trainings. This is almost always during the day (8am to 5pm), Monday through Friday. If a student cannot be available during these daytime hours, it is probable they will not obtain a field placement. The reasons for this policy include:

- Evenings and weekends offer no opportunities for case management as linkages are usually with agencies that are only open during the day hours on Monday through Friday.
- Agencies usually have assessment and treatment team meetings and staff meetings during the day. It is essential that interns get the opportunity to experience and participate in staff meetings.
- There is often limited opportunities to shadow other experienced social workers and other workers on the weekend and at night.
- Interns cannot attend necessary skills trainings (i.e., Sacramento County’s AVATAR training) or conferences that are only offered during the day.
- The needs of the Learning Agreement cannot be met by working evenings or weekends.

See Evening and Weekend Policy in Appendix I.

STUDENTS WITH DISABILITIES

Students in need of an accommodation in field 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.

FIELD SEMINARS AND OTHER FACULTY LIAISON CONTACT

Faculty Liaisons can develop additional means of monitoring students' placements outside of the practice class. In addition to practice class, Faculty Field Liaisons may require students to meet with the Faculty Liaison on a regular basis to discuss field issues.

MSW FIELD COMPETENCIES

MSWI Foundation Competencies

The following section lists the ten social work competencies from the 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.
2. 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.
 - 2.3 Employs diversity-sensitive practice skills.
 - 2.4 Presents self as learner and engages clients and constituencies as experts of their own experiences.
3. 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 at the individual and systems levels.
 - 3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.
4. 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 Implements evidence-based interventions.
5. Student engages in policy practice.
 - 5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.
 - 5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.

- 5.3 Advocates for policies relevant to the client population.
6. Student engages with individuals, families, groups, organizations, and communities
 - 6.1 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) to engage with clients and constituencies. (Constituencies include individuals, families, groups, organizations and communities.)
 - 6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Student assesses individuals, families, groups, organizations, and communities.
 - 7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.
 - 7.2 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) in the analysis of assessment data from clients and constituencies.
 - 7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
8. Student intervenes with individuals, families, groups, organizations, and communities.
 - 8.1 Selects appropriate intervention strategies based on the assessment, research, values and preferences of clients and constituencies.
 - 8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
 - 8.3 Use multidisciplinary collaboration as appropriate to support practice.
 - 8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.
 - 8.5 Facilitates effective transitions and endings which advance mutually agreed-on goals.
9. 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 analyzes) interventions and outcomes.
 - 9.3 Applies evaluation findings to improve practice effectiveness.
10. Student takes a leadership role during the course of the placement.
 - 10.1 Proactively identifies and/or responds to opportunities for leadership role.

MSWII Competencies: Behavioral Health Specialization

The following section lists the 10 social work competencies from the 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. Use field instruction/supervision and consultation to guide professional judgment and behavior.
- 1.6 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. Employs diversity-sensitive practice skills with a particular focus on the mental/behavioral health.
 - 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 at the individual and community mental health system levels.
 - 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 for common mental health diagnosis and problems.
- 5.0 Student engages in policy practice.
 - 5.1 Identifies local, state and federal community mental health policies that impact well-being, service delivery, and access to client services.
 - 5.2 Assesses how policies impact the delivery of and access to mental/behavioral health services.
 - 5.3 Advocates for policies relevant to behavior health/mental health.
- 6.0 Student engages with individuals, families, groups, organizations, and communities
 - 6.1 Applies behavioral health knowledge, as well as relevant clinical theories related to severe mental illness and recovery (i.e., behavioral change theory, systems theory, etc.) in order to better engage with clients and constituencies.
 - 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 data and applies critical thinking to interpret information from clients and constituencies.
 - 7.2 Identifies indicators of all key psychosocial risk and consults appropriately.

- 7.3 Applies behavioral health knowledge, as well as relevant clinical theories related to severe mental illness and recovery (i.e., behavioral change theory, systems 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 within clients and constituencies.
- 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.

MSWII Competencies: Child & Family Specialization

The following section lists 10 ten social work competencies from the 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. 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 working with children.
 - 2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.
3. 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 at the children and family systems levels.
 - 3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.
4. 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 family therapy interventions and youth focused interventions.
5. Student engages in policy practice.
 - 5.1 Identifies local, state and federal policies specific to children and families that impact well-being, service delivery and access to client services.
 - 5.2 Assesses local, state and federal policies specific to children and families that impact well-being, service delivery and access to client services.
 - 5.3 Advocates for policies relevant for children and families.
6. Student engages with individuals, families, groups, organizations, and communities
 - 6.1 Applies child and family knowledge, as well as relevant theory (developmental theory, the family life cycle, attachment theory, and systems theory) to engage with children and families.

- 6.2 Uses empathy, reflection, and interpersonal skills to effectively engage children and families.
- 6.3 Establishes rapport quickly, even with ambivalent and highly reluctant clients; elicits and clarifies clients' needs, values and strengths.
- 7. Student assesses individuals, families, groups, organizations, and communities.
 - 7.1 Collects and organizes data (i.e., biological, cognitive, developmental, psychological, social, cultural, community and spiritual factors) for comprehensive child and family assessments.
 - 7.2 Identifies indicators of all key psychosocial risk and consults appropriately.
 - 7.3 Applies child and family knowledge, as well as relevant theory (developmental theory, attachment theory, family life cycle, family systems, etc.) in the analysis of assessment data from children, families, 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. 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. 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. 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.

MSWII Competencies: Health & Aging Specialization

The following section lists the 10 social work competencies from the 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. 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 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 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 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 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 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 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 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 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.

MSW FIELD SYLLABI

The MSW Field Syllabus outlines the Course Objectives and the Competencies of the practicum experience at the agency site. As well, the Field Syllabus outlines the field assignments and expectations. All Field Syllabi are available on the Division of Social Work Field Education website: <http://www.csus.edu/hhs/sw/fieldeducation/index.html>

- SWRK 295A/B: MSWI Foundation
- SWRK 296A/B: MSWII Behavioral Health Specialization
- SWRK 297A/B: MSWII Child & Family Specialization
- SWRK 298A/B: MSWII Health Specialization

REQUIRED COURSE ASSIGNMENTS

The Field Education Office requires the following assignments. Satisfactory completion of these assignments is required to receive credit for the field course. Liaisons have discretion to require additional field assignments. Many of these assignment are completed and submitted on the online field data base system called “FieldConnect.”

1. **Learning Agreement:** Early in the practicum, Students and Field Instructors engage in an assessment of student educational needs, and together develop a Learning Agreement. Faculty Liaisons, if needed, are available to assist in developing the Learning Agreement. The Learning Agreement 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. This will be submitted using the online program, FieldConnect.
2. **Practice Course Syllabi:** Students must provide their Field Instructors with a copy of their practice course syllabi 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.
3. **Field Journal:** 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 Liaisons to monitor the progress of the placement.

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 who fail to complete field assignments in a timely manner may receive a “No Credit” for field.*

4. **Mid-Semester Progress Report:** Due halfway in the first field course, the Field Instructor completes this one page evaluation, and reviews it with the student. This is submitted using the online program, FieldConnect.
5. **MSW Student Field Evaluation:** At the beginning of each semester, students provide Field Instructors with a copy of the end-of-semester Field Evaluation, accessed via Field Connect. 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 their own evaluation form individually, then meet together to discuss the results. While a Task Supervisor won’t have access to FieldConnect, he or she should have input into the student evaluation. Students are encouraged to make copies of their field evaluations for future reference. This is submitted using the online program, FieldConnect.
6. **Evaluation of Field Instructor and Agency:** At the end of the practicum, students will complete a survey of their Field Instructor and the Agency. The Field Director reviews

each survey and communicates directly with any Field Instructor or agency that is consistently rated poorly.

SUGGESTED COURSE ASSIGNMENTS: PROCESS RECORDINGS

The purpose of this assignment is for students to practice skills of recall and retention of the content of client interviews, and to engage in self-reflection and self-evaluation of their practice.. Liaisons may use other formats at their discretion. While the Process Recording is assigned by the Liaison, the Field Instructor should also review and discuss it with the student. Process Recording formats are provided in Appendix III.

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 they receive “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 Field Liaison assigns either *Credit (CR)* or *No Credit (NC)* at the end of the field course. Grades are largely based on performance in the placement, but are also based on the completion of any field-related assignments (such as field journals) required by the Field Faculty Liaison. Grades are based on the following criteria:

1. Student completes all field assignments (specified above) in a timely fashion,
2. The quality of these assignments,
3. The student’s field evaluation, completed by Field Instructor, and
4. The liaison’s assessment of the student’s professional development relative to the competencies set forth in the Learning Agreement, and whether or not the student is ready to practice social work at the graduate level.

Students must complete 32 weeks of practicum in order to receive credit and a grade for the course regardless of the student’s demonstrated professional qualities and competencies. Exceptions may be made to this policy in extreme circumstances based on the discretion of the Field Director.

Occasionally, a Liaison may assign an “Incomplete – I” for the field course. This occurs when a student has not developed the minimum competency expected of a student at the end of that semester, and/or the student has missed several days of field for legitimate reasons, and needs to make up time. In these cases, a plan for completing the required hours and/or improving in the specified competencies will be developed, with a timeline for completion (See Section V-Problem Solving Process, The Performance Improvement Plan). The Faculty Field Liaison, in consultation with the Field Director, will develop this plan. The student will receive the grade of “CR” (Credit) when this plan is fulfilled.

The Field Instructor and student must post the Student Field Evaluation by the posted due date. Evaluations received after the due date may result in the student receiving a grade of Incomplete.

REPEAT POLICY

Students may receive a “No Credit” 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 “No Credit,” the Faculty Field Liaison may recommend to the Field Director 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 Section V).

FAILING A FIELD COURSE OR 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

| Course | Final Grade | Result |
|--------|-------------|---|
| 204A | B- or lower | Student must repeat 204A the following year and may not proceed to 295B until 204B is passed. |
| 295A | Credit | |

Example 2

| Course | Final Grade | Result |
|--------|-------------|---|
| 204A | B or better | Student must repeat 295A the following year and may not proceed to 204A until 295A is passed. |
| 295A | No Credit | |

WORK, VOLUNTEER AND OR LIFE EXPERIENCES CREDIT

While the MSW program values the employment, volunteer and life experiences of MSW students, academic credits are not offered for such experiences.

SECTION III:

ROLE AND RESPONSIBILITIES IN FIELD EDUCATION

THE AGENCY

Agency Qualifications

To qualify as an approved field site, an agency must be recognized by the State of California as a corporate entity. It must have written standard operating policies and procedures, policies and procedures regarding sexual harassment and discrimination, and must have policies and procedures regarding health and safety. In addition, agencies must be administratively and financially sound in order for students to be placed or continue to be placed within it. Agencies wishing to become field sites must submit an Agency Application (http://www.csus.edu/hhs/sw/fieldeducation/FieldForms/Agency_Application.doc) to the Division of Social Work. Upon approval by the Field Director, the agency's request will be forwarded to the University Procurement Office, which will issue a contract with the agency.

Agency Role

The agency provides a setting in which practicum may occur.

Agency Responsibilities

The Agency is expected to provide each student with the following to ensure the student's learning in the field:

1. A qualified Field Instructor (See below "Field Instructor") whose responsibility is the teaching of the student. The Field Instructor must have a social work degree (MSW) from an accredited university.
2. A sufficient number and variety of assignments to support the progression of student learning. Students must be involved in practice activities *within three weeks* of the start of the placement (includes shadowing, investigating community resources, watching relevant films, etc).
3. A thorough orientation at the beginning of the practicum, to include:
 - a. A review of the agency's mission, policies and procedures, various programs or departments, and any collaboration partnerships in the community; and
 - b. A review of risk management policies and procedures (e.g., office and community safety, harassment, transporting of clients, medical precautions, suicide prevention policies, etc.
 - c. A review of the client population and the associated community and its resources.
4. Adequate workspace and access to telephones, computers, records, data bases, etc. to fulfill the requirements of the agency and Division.
5. Opportunities for the Field Instructor to observe the student (see Section IV under "Instructional Methods").
6. Reimbursement for expenses the student pays for when involved in rendering services (e.g., mileage reimbursement for agency-related travel).

7. Adequate insurance coverage for students as stipulated in the University contract with the agency, particularly for students who are expected to use personal vehicles for agency purposes (The Division discourages the use of personal vehicles to conduct agency business, unless the agency fully insures the student).
8. Access to staff, committee, and seminar meetings when appropriate.
9. Use of selected agency records (appropriately disguised to ensure client and agency confidentiality) for class assignments.
10. Use of agency consultation resources when appropriate.
11. Release time/support for the Field Instructor so that s/he can meet the Division's criteria for working with a student (see *Responsibilities of the Field Instructor*).
12. EMPLOYMENT-BASED FIELD INTERNSHIPS: These agencies agree to consider the student's status as an student paramount to the student's employment status during the time of the practicum. For more information, see "Employment-Based Field Practicums" on Division website: <http://www.csus.edu/hhs/sw/fieldeducation/basw-forms.html>
13. AGENCIES WITHOUT A DEGREED SOCIAL WORKER ON STAFF: These agencies must provide the student a Task Supervisor. A Task Supervisor is a regular staff member who is responsible for the day-to-day assignments of the student and the observation and assessment of the skills portion of student learning.

THE FIELD INSTRUCTOR

Field Instructors are qualified staff members of an agency who possess a Master's or Bachelors of Social Work Degree and who, with the approval of agency administrators and the Division, are willing and able educators of social work students. Field Instructors are considered Adjunct Faculty. Their dual role as a staff member and an Adjunct Faculty member of the Division of Social Work makes their responsibility unique and demanding. Field Instructors who volunteer or contract with an agency to provide field instruction are considered off-site Field Instructors.

Field Instructor Qualifications

1. Master's social work degree from an accredited social work program.
2. Minimum of two years, relevant full-time, supervised post-degree experience.
3. There may be occasion when a Field Instructor has not had a minimum of two years, relevant full-time, supervised post-degree experience. The Field Director approves this modification. Modifications are based upon pre-degree experience, agency opportunities, agency staff, and/or the presence of an experienced Task Supervisor.
4. Sufficient term of employment at the agency to ensure familiarity with agency policies and procedures and availability to meet student's needs.
5. Agreement to act as Field Instructor on a continuing basis during the academic year or full placement period and to participate in the required 6-hour "Field Instructor Training" required of all Field Instructors and to engage in 3-hour "Advanced Field Instructor Trainings" every 3 years thereafter.
6. If the Field Instructor and the student have had a pre-existing professional or social relationship, this information should be shared with the Field Education faculty so that the appropriateness of the placement can be determined.

Field Instructor Role

Field Instructors carry out three different roles relative to each student: they are educators, teachers, and gatekeepers.

1. Educator: As an “educator,” they guide and assess the overall professional development of the student.
2. Teacher: As a “teacher,” they facilitate “learning opportunities” for students and model for and observe the student and provide meaningful feedback.
3. Gatekeeper: As a “gatekeeper,” they assist the Field Faculty in assessing whether or not the student is appropriate for the profession – demonstrates the personal/professional capacities/behaviors requisite of professional social workers.

Field Instructor Responsibilities

The Field Instructor must:

1. Have a Masters social work degree from a CSWE accredited school of social work; and two years of experience post degree.
2. In the early stages of the practicum, ensure student gets on average three hours of training per week that includes providing one hour of formal face to face regularly scheduled supervision each week. The instruction hour can be individual or group. If the agency chooses weekly group field instruction, this must be coupled with biweekly individual field instruction. Assessment materials shall be prepared by the student and reviewed by the field instructor (i.e., process recordings, audio/videotapes, case presentation, projects, etc.).
3. Provide time for reading student material, holding informal conferences and meetings and consulting with Faculty Field Liaison.
4. Complete the student’s Learning Agreement, the Mid-Semester Progress Report, and the “Student Evaluation.” These documents are completed and submitted using the online program, FieldConnect.
5. Provide ongoing assessment and feedback to students regarding the Learning Agreement Competencies.
6. If new, attend the Field Instructor Orientation (6 hours) to meet the Division’s accreditation requirements.
7. If ongoing, attend Advanced Field Instructor Training (3 hours) every three years to meet the Division’s accreditation requirements.
8. Engage in ongoing collaboration with the Faculty Field Liaison to enhance the student’s educational experience in the practicum.
9. Be familiar with and uphold the NASW Code of Ethics, identify with the social work profession, demonstrate a strong commitment to social work values and adhere to the laws that regulate social work practice.

10. Identify individualized learning opportunities (clients, projects, and tasks) within and outside the agency setting in line with the needs and curriculum and goals of the student.
11. Identify student problems and work with the Faculty Field Liaison on how to address the problems. The student must be informed and involved in the Performance Improvement Plan.
12. Off-Site Field Instructors: Must meet with the student weekly for one hour. In addition, the Field Instructor must communicate with the Task Supervisor to obtain feedback on the student's progress in the area of skill development and must review the student's case notes, process recordings (if assigned), etc. Lastly, the off-site Field Instructor is responsible for completing the student's Learning Agreement, Mid-Semester Progress Report and the end-of-the-semester Student Evaluation.
13. Task Supervisors: Is a regular agency staff member who is responsible for the day-to-day assignments of the student and the observation and assessment of the skills portion of student learning. It is expected that the Task Supervisor will model skills and observe the student in his/her daily assignments, meet with the Faculty Field Liaison as appropriate, and provide relevant feedback to the Field Instructor for completing the Mid-Semester Progress Report and the end-of-the-semester Student Evaluation.

Off-Site Field Instructors

Field Instructors who are off-site are responsible for insuring the responsibilities noted above are carried out in whole through both their own efforts as well as those of the Task Supervisor (see below). The off-site Field Instructor must meet with the student weekly for one hour. The focus of these meetings is social work content—social work perspective, values, ethics, practice theories and theories for practice. The reference point for discussion should be the Learning Agreement. These hours constitute the “instructional hour.” In addition to the instructional hour, the off-site Field Instructor must communicate with the Task Supervisor to obtain feedback on the student's progress in the area of skill development and must review the student's daily tasks. Lastly, the off-site Field Instructor is responsible for completing the student's evaluation in concert with the Task Supervisor.

Task Supervisors

A Task Supervisor is a regular staff member who is responsible for the day-to-day assignments of the student and the observation and assessment of the skills portion of student learning. It is recommended the Field Instructor and Task Supervisor meet prior to the start of the practicum to delineate roles and responsibilities so that the student is a clear information and guidance. It is expected that the Task Supervisor will model skills and observe the student in his/her daily assignments, meet with the Faculty Field Liaison as appropriate, and provide relevant feedback to both the student and the Field Instructor. The Task Supervisor does not need to have a social work degree. It is highly encouraged that the Task Supervisor also attend the Field Instructor Trainings.

THE STUDENT

The student's primary obligation is to his/her own learning and professional development through the provision of social work services in the field setting in accordance with the social work code of ethics and the agency's policies and procedures.

Students are expected to adhere to their assigned agency's personnel practices, policies, and procedures. *Failure to do so may result in termination from the agency and a "NC" in field.* Students are expected to adhere to the same workday hours as the professional social work staff in the agencies. Time lost in absences need to be made up by the student.

The field experience comprises the task and activities agreed to by the Field Instructor and his/her student as documented in the Learning Agreement and the Field Course Assignments required of all students enrolled in field (see Field Syllabi). The tasks and activities agreed to by the Field Instructor and student are to be documented in the Learning Agreement.

Students will meet with their Faculty Field Liaison during the first class meeting of their practice courses to review field course assignments.

It is the responsibility of each student to be at the first class meeting in order to meet with his or her Faculty Field Liaison. *It is recommended that* students not in attendance at the first practice class session schedule an appointment and meet with their Faculty Field Liaison prior to starting their field placement.

If students have any questions about or problems with their field placements, these should be discussed with the Faculty Field Liaison before they are brought to the Field Director. If a problem or question arises during the time when faculty are on academic holiday, the student must contact the Field Director.

Absence from Field

Protracted absences (more than two consecutive days) must be addressed by the Field Instructor and Faculty Field Liaison. When disruption of the field experience, due to repeated or protracted absence, is determined to interfere with student learning and/or services to clients, a decision regarding the student's continuation in the field placement will be made in accordance with the Problem Resolution process outlined in this guide. Requests for time off for religious observance and professional conferences should be assessed on an individual basis. Arrangements to make up time should be made in accordance with the agency's needs and the student's learning needs.

Disclosure of Student Intern Status

In accordance with federal and state law, the Division of Social Work requires social work students identify themselves as student interns to clients either verbally or through the use of name tags except in emergency situations where it is clinically contraindicated as determined by student and Field Instructor or other supervisor. "Student Intern" status should be clearly designated in signing notes in records/chart and all other documents produced by student trainees for or on behalf of the field agency.

Student Rights and Privacy

The Division of Social Work requires that students understand informed consent and waive specific rights to privacy, in relation to their education, field conduct, performance, and personal information. Outlined below are the specific policies regarding student rights and instances in which the waiving of rights is deemed necessary.

Privacy/Confidentiality of Student Performance

Student placement and performance/conduct in an agency is neither private nor confidential, even if the student is engaged in an employment-base field practicum wherein the student intern is also an employee of the field agency. Field Instructors are considered an essential part of the field team and thereby entitled to receive and share information regarding a student among and between appropriate field faculty members *pertinent to the placement*, from the time of the placement interview through termination of the field placement. Student conduct during the placement process through the entire placement period is a matter of educational concern to the faculty of the Division of Social Work.

Family Educational Rights and Privacy Act (FERPA)

The federal *Family Educational Rights and Privacy Act of 1974*, as amended, seeks to guarantee both a student's right of access to education records, financial aid records and financial records, and the confidentiality of student information. Institutions may not disclose information contained in education record without the student's written consent except under certain conditions. A student's records may be released to parents, guardians or other third parties by providing a written authorization or consent.

Students are asked to sign the following statement as part of their Field Application:

"I hereby give permission to Sacramento State, Division of Social Work, Field Education Program, and its faculty, to verify any and all information contained within this application. This can include contacting former employers, field practicum agencies, and/or field instructors, reviewing school records, etc. I understand that should any information affect my professional student status, and/or practicum role and thus the field practicum experience, the Division of Social Work shall be authorized to assess and discuss the information with the appropriate parties. In doing so, I consent to Sacramento State the release of the above referenced records within its possession and/or control that may constitute educational records under the FERPA and by so consenting waive any right to privacy I may have in said records under state and/or federal law. I also understand that I am entitled to a copy of any records released by Sacramento State pursuant to this consent. I further authorize any former employers, field practicum agencies, field instructors, and/or current or prior educational institutions I have attended to release the records identified herein."

Maintaining Privacy and Confidentiality of Clients, Agency, and/or Agency Personnel

NASW code of Ethics: 1.07 Privacy and Confidentiality

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

Disguise of Confidential Client Material

When students use case material from their agency in the context of their academic coursework (e.g. Process Recordings, Case Records, Meeting Minutes, Group Recordings) they are required to do the following:

2. Change client's names (first and last) and initials;
3. Delete any reference to agency name and/or worker names;
4. Delete any reference to address or any information specifying geographical area, such as street names, businesses, or hospitals;

5. Delete any information that would enable identification of clients, agencies, or agency personnel.

THE FACULTY FIELD LIAISON

The Faculty Field Liaison is the university-based field educator who oversees and monitors the student's placement.

Faculty Field Liaison Role

The Faculty Field Liaison's role is threefold:

1. To assist and assess students in their professional growth and development as they progress through the field education curriculum
2. To assist Field Instructors in the development of appropriate learning opportunities or support them in their role as a Field Instructor; and
3. To mediate or resolve problems affecting a student's progress in the field.

Each student is assigned a Faculty Field Liaison. In most instances the student's liaison is also the student's practice course instructor and generally, all practice course instructors are full time faculty members.

Field Faculty Liaison Responsibilities

The Field Faculty Liaison:

1. Serves as the link between Division and Agency;
2. Consults with the student and Field Instructor about assignments, Learning Agreement, field evaluation, etc.;
3. Serves as the student's advocate to ensure that the Division's expectations of the agency are being met;
4. Serves as troubleshooter, problem-solver and mediator in the event a problem in the field placement experience is identified (whether the problem rests with the student, agency, or Field Instructor);
5. When needed, develops a student's "Performance Improvement Plan;"
6. Reviews/approves and provides feedback to the student on each of the required field assignments;
7. Meets with each student on a regular basis individually or in group (at least bi-weekly) to ascertain the student's progress towards his/her professional development and to assess the quality of the experience based on Liaison/Student discussion about the tasks/activities or cases in which the student is engaged;
8. Contacts Field Instructors in the first few weeks of the Fall semester to ensure agency orientations are underway and to verify contact information (phone numbers, e-mail addresses, etc.);
9. Conducts a site visit each semester (in person or through video conferencing). The site visit must include the student and the Field Instructor;
 - Fall Site Visit: ensures the viability of the placement experience once it begins and establishes a working relationship with the Field Instructor

- Spring Site Visit: Reviews (adds to or modifies) the Learning Agreement and ensures the student is able to work towards all competencies

10. Must be available to both the student and the Field Instructor; and

11. Assigns the student's field grades based on course grading policy.

SECTION IV:

INSTRUCTIONAL METHODS AND RESOURCES FOR FIELD INSTRUCTORS

INSTRUCTIONAL RESPONSIBILITIES OF THE FIELD INSTRUCTOR

The Field Instructor plays a key role in the professional education of the social work student. The Field Instructor, who has the closest and most continuous relationship with the student, serves as both a role model and a teacher.

The student/Field Instructor relationship provides the context for significant growth and learning for the student. Over the course of the placement the Field Instructor may be called upon to address challenging or sensitive issues such as the student's inability to separate personal/professional issues, holding the student accountable for meeting agency and Division requirements and accommodating the student's particular learning needs.

An early focus of field instruction should be on the educational assessment (the knowledge, skills, strengths and limitations) of the student. It is based on a review of previous education and work history, an evaluation of learning style and learning phase, an understanding of the student's professional goals, and identification of the strengths and challenges with which the student approaches the identified learning tasks. Adult education theory, learning style theory, learning stages and developmental theory all inform the educational assessment.

It is important for the Field Instructor to be aware of his/her own characteristic learning/teaching style, operating/communication style, knowledge and skills, strengths and weaknesses; as these will influence transactions with the student. The Field Instructor may be called upon to develop new approaches to the teaching tasks that meet the learning needs of individual students.

If the Field Instructor and student have had a pre-existing professional or social relationship, this information should be shared with the Field Director, so that the appropriateness of the placement can be determined.

THE LEARNING AGREEMENT

Adult education theory emphasizes the shared responsibility between the instructor and the learner for the quality and content of the learning – teaching transactions. Building on this notion, it is a Division policy that each Field Instructor and student jointly develop a written educational contract (the Learning Agreement) that defines the work they will be doing together. The Learning Agreement is available on the FieldConnect. It should be completed by the Field Instructor and student collaboratively early in the course (see Field Calendar for due dates). A digitally signed copy should be completed and submitted to the Faculty Field Liaison for review and approval.

FIVE INSTRUCTIONAL METHODS: IMPORTANCE OF OBSERVING THE STUDENT AND GIVING DIRECT FEEDBACK

The Division of Social Work encourages the Field Instructor to directly observe the student when the student is carrying out required activities, roles and responsibilities. It is recommended that the Field Instructor spend time and effort in explaining the reasons for the direct observation. In other words, the student is being observed because this is an effective way to increase a student's

competency. If this instructional method is approached in a thorough and planned manner, it can be rewarding for both the student and client.

If the student is highly anxious about being observed, highlight observed strengths and improvements, praise the student for tolerating the experience and ask them to self-evaluate, limiting your critique until the student grows more comfortable with the process whenever possible. Once interns get used to engaging in observational methods, they tend to feel better seen, understood, supported and helped by the Field Instructor.

Five Observational Methods are described in the table below:

1. Student Shadowing Instructor Session
2. Student Participating in Instructor Session
3. Live Observation of Student
4. Written Process Recordings
5. Audio/Visual Recording

1. Student Shadowing Instructor Session

The student observes Field Instructor or a seasoned worker in a session. After the session, the student outlines what was noticed about the session. The focus is not on what the student “liked” about the Field Instructor did in the session. More so, the student speculates on what the worker was attempting to accomplish, how the client participated in the session, and other deeper level considerations about the session.

2. Student Participating in Instructor Session

The student observes and also participates in the session with a Field Instructor or a seasoned worker. The client is asked permission with the idea that the client is helping train the student. During or at the end of the session, the worker invites the student to contribute to the session.

3. Live Observation of Student

Live observation of the student can occur behind a one-way mirror or by the instructor being in the room with the student and client. The observation can be strictly that or it can be interactive with the instructor communicating directly to the student and/or client.

In the simplest form, the instructor introduces themselves at the beginning and makes a few brief comments at the end; in maximum form, the instructor and student conduct a session together. To introduce the student to this, the field instructor might begin by inviting the student to “visit” one of the instructor’s sessions to observe and comment.

A handout on “Live Observations” is available in the Appendix IV.

4. Written Process Recordings

There are many different formats for a Written Process Recording, but in all, the student records the interaction or dialogue between the client and the student. Also included are the student’s real time thoughts and emotions, as well as the client’s behavior and perceived emotions.

Small System: Interns most often record what is remembered about face-to-face sessions with clients. But interns can also record telephone conversations with clients, or contacts with family members, colleagues, or professionals in other settings.

Written recording teaches the student to listen and remember, and is a good indicator of the student's perceptions of his/her experience and interventions.

Large System: The student's written account should include all of the above but the focus is on the group dynamic and the group roles and skills (or lack thereof) evidenced (the focus is not on the interaction between student and the client). Interns and Field Instructors may find agendas, work plans, and minutes of meetings useful in the student's effort to record the dynamics involved in large system practice. Ultimately, however, the large system process recording should focus the student's attention on group dynamics, large system interventions, use of self, and group skills development.

Recordings have a number of purposes including: 1) keeping the Field Instructor informed of what the student is doing; 2) encouraging the student to reflect on and conceptualize from practice; 3) encouraging the student to plan ahead; 4) encouraging the student to sort and remember important information about his/her practice; 5) providing a framework for the "instructional hour", individual conferences; and 6) serving as a tool for evaluating the student's progress over time.

It is recommended that the student write 2 process recordings per year: Fall Semester: Small system (i.e., 1x1 client session), and Spring Semester: Large system (i.e., client group, staff meeting, board meeting).

Examples of social work process recordings are easy to find on the internet. Example of small system and large system are included in the Appendix III.

5. Audio/Visual Recording

Audio and video recordings may be used in place of or in addition to written process recordings. A student records an entire session and then presents a sample of the session to the Field Instructor. The Field Instructor provides constructive feedback and asks the student to reflect on his/her experience of the client work.

Agency policy dictates this process since agency consent forms are needed. Many field sites regularly use audio/visual recordings and have offered to serve as a resource to help other agencies begin this practice.

ASSIGNMENT TIMETABLE AND LOAD

The Field Education program expects students to be provided a thorough orientation to the agency before becoming involved in direct practice activities or indirect practice actions. However, students are expected to become involved in client focused practice within the first three weeks of the practicum. Early work includes "shadowing" with clients, groups, committees, or projects that allows students to begin the process of integrating the learning from class and field. Field Instructors are advised to review the practice course syllabi of their students to ensure congruency between field assignments and practice course assignments. Additionally, a review of the practice course syllabus will assist the Field Instructor to plan the field assignments in a "building block" format that is congruent with the "progression of learning" perspective built into all practice courses.

"Processing" is defined as time to reflect upon what the student is engaged in (seeing a client, participating in a staff or committee meeting) and what the student has learned from that engagement—what is being learned by "doing". It is recommended students be provided time for processing each day they are in field (approximately 10-15 minutes after engaging in some major

activity—). Processing time includes the instructional hour, time to do written process recordings, self-reflection, and time to write the required weekly Field Journal entries.

Given the above, in general, MSWI students are expected to work with their Field Instructor's less complex cases and to carry a workload that is no more than $\frac{1}{2}$ of $\frac{2}{5}$ ths of their Field Instructor's caseload. MSWII students should be able to carry more complex cases, and the case load should approximate $\frac{1}{2}$ of $\frac{3}{5}$ ths of a normal caseload. These approximations are considered maximums in light of the time we expect students to spend in other organization activities and in "processing."

Any questions regarding sufficiency of assignment load should be addressed to the Faculty Field Liaison.

ASSESSMENT OF STUDENT

Assessment of the student's performance as it relates to the CSWE competencies should be an ongoing process. The student and Field Instructor should regularly give feedback to each other regarding the field education experience. Students and Field Instructors should discuss any concerns as they emerge. Students should not be surprised by the ratings or the feedback on their final evaluation.

The two required evaluations, completed and submitted in FieldConnect, include:

1. Mid-Semester Progress Report: Field Instructors are responsible for completing a mid-semester progress report due midway
2. Student Field Evaluation: Field Instructors are responsible for completing the end-of-the-course Student Field Evaluation.

SECTION V:

FIELD PROBLEM-SOLVING AND REVIEW PROCESS

Students have a right to placements that:

- Offer an environment in which students can develop the social work competencies outlined in the student's Learning Agreement;
- Offer an environment free from unlawful discrimination, harassment, and retaliation;
- Provide a safe working environment

HARRASMENT. DISCRIMINATION OR RETALIATION COMPLAINTS

If a student has a complaint of unlawful harassment, discrimination, or retaliation, including at a field placement agency, they should contact the CSUS Office for Employment Equity. The applicable CSU policy for complaints of this nature is Executive Order 1074. (<http://www.calstate.edu/eo/EO-1074.html>). Students making such complaints are strongly encouraged to notify their Faculty Field Liaison and the Field Director. Likewise, EO 1074 requires that except in the case of a privilege under California law, any member of the University community who knows of, or has reason to know of, allegations or acts that violate this policy, shall promptly inform the Office for Employment Equity at (916) 278-3522, or the two individuals listed above, so that prompt remedial action may be taken. For complaints of unsafe working conditions in field placements, please notify either the Field Instructor or the Faculty Field Liaison as soon as possible.

The University takes seriously any claim of discrimination, harassment or retaliation. The specific facts of a complaint will drive both the steps for handling it and the ultimate outcome. For these reasons, the outcome can never be determined at the outset. If a harassment, discrimination, or retaliation complaint warrants investigation, such an investigation will be carried out under the oversight of the Title IX Coordinator and consistent with Executive Order 1074. During any investigation, the university may implement interim measures in order to maintain a safe and non-discriminatory educational environment.

The University has authority to pursue student claims against those identified in the Executive Order, but it has limited control over the actions an outside agency might take in response to a complaint that is determined to have merit. The student will not be required to continue at an agency which they believe has not satisfactorily resolved a valid complaint of harassment, discrimination, or retaliation. The safety and well-being of the student is paramount.

PROBLEM-SOLVING PROCESS

If the student identifies a problem in the field placement which does not involve discrimination, harassment or retaliation, then they should bring it to the attention of the Field Instructor as soon as possible. A student may consult with the Faculty Field Liaison first for guidance on how to approach the Field Instructor.

A Field Instructor may also identify a problem. In this case, the Field Instructor should discuss the concern directly with the student, and attempt to work out a plan for improvement. The Field

Instructor may consult with the Faculty Field Liaison in advance if needed. The Field Instructor will notify the Faculty Field Liaison of the improvement plan.

If the student and Field Instructor are not able to develop a workable solution, the student (or Field Instructor) may ask the Faculty Field Liaison to intervene directly. This may include a telephone call and/or site visit by the Liaison to the agency. If the Liaison is able to help the student and Field Instructor develop a plan for addressing the identified problem, the student remains in the placement and the Liaison monitors the plan to ensure the problems are successfully addressed. There should be a reasonable timeframe identified. The plan and timeframe should be documented by the Field Instructor, student and/or Liaison.

If a solution cannot be reached, and/or if the plan does not succeed, the Field Instructor and/or Faculty Field Liaison, after consultation with the Field Director, may decide to terminate the placement. The termination may occur with or without the agreement of the student. A student may not terminate a placement without permission of the Faculty Field Liaison and Field Director.

A student may not terminate a placement without permission of the Faculty Field Liaison and the Field Director.

THE PERFORMANCE IMPROVEMENT PLAN

The Performance Improvement Plan (PIP) is a performance contract that is used when a student's performance falls below the expected MSWI or MSWII competency. The PIP identifies the student's current performance problems and describes the expected changes in a set timeframe for improvement. The faculty liaison will review the contract with student biweekly or as needed to monitor progress. Insufficient progress towards the expectations listed in the PIP may result in further action. This action could include a "Field Professional Review" or a Grade of No Credit (NC).

WHEN A PLACEMENT IS TERMINATED

When a placement is terminated, the Faculty Field Liaison will consult with the Field Director about the next step. The following are possible scenarios:

1. *The reason for termination is not based on student performance:* the student will be referred to another placement. The student will be credited for the time spent in the first placement, but may receive an Incomplete for that semester until the new Field Instructor has enough experience with the student to complete an evaluation.
2. *The reason for termination is based on excessive but legitimate absences, and there are no other performance issues involved:* If the student's circumstances do not allow for consistent attendance in a placement, the student will receive a "No Credit" for field but will be allowed to repeat the course the next time it is offered. In this case, the student will need to withdraw from the practice class as well. Please see Office of Academic Affairs policy on dropping a class. <http://www.csus.edu/umannual/findpolicy.html#D>

The Faculty Field Liaison may assign an incomplete grade for field when there is evidence that the student will be able to resume consistent attendance within a reasonable amount of time. The student will be required to make up all missed time. In that case, a new placement referral will be made, and the student will not be required to withdraw from the practice class.

3. *The reason for termination is due primarily to student performance issues:* The Faculty Field Liaison, the Field Director, and when appropriate the Field will review the student's situation. The review will look for evidence of the following:
- The degree of seriousness of the performance issues. Examples of serious performance issues include:
 - i. Behaviors that place the agency, co-workers or clients in potential harm.
 - ii. Behaviors that contravene the NASW Code of Ethics.
 - iii. Discrimination, harassment or retaliation behaviors. NOTE: In cases where a student is accused of discrimination, harassment or retaliation in a placement agency, the University Office of Employment Equity will be notified.
 - iv. Behaviors that indicate significant emotional, psychological, physical or cognitive impairment that interferes with the student's ability to perform the tasks of the placement and thus develop the competencies of the field course. NOTE: If impairments are related to a student's previously documented disability, the Field Education Office will consult with the Office of Services for Students with Disabilities to determine if reasonable accommodations can be made to allow a student to continue in field.
 - v. Failure to follow agency protocol in areas such as mandated reporting, documentation, communication with agency constituencies and clients.
 - vi. Failure to obtain or follow supervision.
 - Insufficient baseline level of competence.
 - Non-adherence to the Division of Social Work's Student Standards.
 - Non-adherence to the University's Student Code of Conduct. NOTE: If there is evidence that the student has violated the University's Student Code of Conduct, the case will be referred to the Student Conduct Officer.
 - The sufficiency of training and supervision provided to the student by the agency.
 - A low level of the student's self-awareness and ability to take constructive feedback, and the student's commitment to improve.
 - Whether the agency and student followed the problem-solving process, and whether the student evidenced an effort to improve performance prior to termination. The student's history of problem behaviors in previous placements field and the field placement process related to program competencies and the Division of Social Work Student Standards.

If, based on the above criteria, the Field Director and Faculty Field Liaison determine, in their professional judgment, the performance problems appear amenable to being addressed in another placement in the current semester, the student will be referred to another placement and will be able to continue in both the field and practice course. A performance contract will be developed identifying the competencies that need to improve, and a timeframe developed for improvement. The student may receive an Incomplete for field until the new field instructor can evaluate the student. The student may be required to extend his or her time in field. Re-placement is not guaranteed. The student must successfully interview for a new placement, with a maximum of three interview opportunities.

THE FIELD PROFESSIONAL REVIEW COMMITTEE (FPRC)

The field faculty members have a dual responsibility: to the student's educational progress and to the clients of the social work profession. The well-being of clients is a paramount social work value. In some cases, the Field Director, Faculty Field Liaison and the Field Coordinator may

have concerns about the student's readiness for field education at this time, based on the criteria listed above. In these cases, the Field Director will convene the Field Professional Review Committee (FPRC) meeting.

The Field Professional Review Committee will consist of the following:

- Field Director
- MSW Program Director
- The student's Faculty Field Liaison
- The student's practice professor, when different from the Faculty Field Liaison
- One other member of the Field Committee (optional)

FIELD PROFESSIONAL REVIEW COMMITTEE (FPRC) PROCESS

1. The Field Director will convene the Committee by notifying the members via email a minimum of 5 working days before the FPRC meeting. The Field Director will notify the student by email of the meeting within a minimum of 5 working days before the FPRC meeting. The student will be informed in this e-mail of (1) the meeting's purpose, (2) concerns about the specific field competencies, and/or rule/policy violation (e.g., NASW Code of Ethics, Division of Social Work Student Standards), (3) the factual basis for the competency concerns and/or violation; (4) any documents/information relied on by decision makers that raised concerns about the student's readiness for field; (5) the option to bring any witnesses who have first-hand knowledge of the circumstances; (6) the student's option to bring someone to the meeting as support; and (7) the range of possible outcomes of the FPRC meeting.

Relevant information about the student's past field performance (if applicable) both positive and negative, may be included.

2. If the student chooses to bring a support person, the student must advise the Field Director not later than one day before the FPRC meeting of the name of the person the student is bringing. The support person will be there for support only: the support person may not address the committee or speak on behalf of the student. If the student's support person does not adhere to their role, the FPRC may ask the person to leave the meeting.
3. If the student chooses to bring witnesses having direct, first-hand knowledge of the field situation, the student must advise the Field Director not later than one day before the FPRC meeting the names(s) of any witness(es) the student is bringing.
4. During the meeting, Committee members will hear information relating to the student's termination from field. This may include information gathered by Committee members, as well as written information submitted by knowledgeable persons (e.g., Field Instructor, task supervisor.) The Committee may also hear information about the student's behavior in previous placements or the placement process, as reported by previous field instructors, task supervisors and liaison, the Field Director, and/or documented in field evaluations, that may illustrate a pattern of behavior consistent with the current problems in field. Concerns relating to past field performance must have been communicated to the student at the time the concern was first recognized. Information also will be presented about the student's demonstrated strengths in field, including past placements. The student will be given the opportunity to address the Committee with information about the matter, and

may respond to any information provided by the Committee members.

5. After all information is presented, the student and any other non-Committee members present will be excused, and the Committee will deliberate on whether to allow the student to be referred to another placement during the current semester. If not referred to another placement, the Committee may decide one of the following:
 - i. The student will receive a “No Credit” for field for the semester. They will be notified via email as to what competencies need to be improved before re-applying for field the following year.
 - ii. The student will receive a “No Credit” for field for the semester. If the Committee has strong reservations about the student’s overall appropriateness for field education, the Committee will notify the student via email that the student is not eligible for another field placement, and the matter will be referred to Director of the Division of Social Work.

If the Field Professional Review Committee determines the student should be given a “No Credit” for field, the student also will be required to withdraw from the corresponding practice class, regardless of how well the student may be doing in that class or how late in the semester it is.

APPEAL PROCESS FOR THE FPRC DECISION

A student may appeal the Field Professional Review Committee’s decision to not refer them to another placement during the current semester by requesting that the Director of the Division of Social Work review the decision of the Field Review Committee. The director will review the FPRC’s process only and will not consider new information that was not presented during the FPRC meeting. If the student is not satisfied with the Director of the Division’s decision, they may appeal to the Dean of the College of Health and Human Services.

On the rare occasion the Committee communicates strong reservations to the Division Director that the student should not be referred to a field placement now nor invited to re-apply for field in the future, the Director shall initiate the Division’s Level II Student Review.

SECTION VI:

GENERAL POLICIES OF FIELD EDUCATION

PLACEMENT PROCESS AND PROCEDURES

The Field Director is responsible for arranging the field placements of all MSW students who are not Title IVE students. The Title IVE Program Coordinator, in consultation with IVE faculty, arrange for the field placements of all Title IVE MSWII students. Students should not contact an agency directly without approval from the Field Education Office. Agencies may not arrange placements with students without the student going through the formal placement process as outlined below.

Field Education policies and procedures facilitate the placement of students into settings that best meet the educational needs of each individual student. The placement process for entering graduate students begins in the summer preceding the first semester, after students have been admitted to the program. Each student submits a MSWI Field Application (May). The Field Director assesses each student's experience in human services and related fields, and stated areas of interest and learning goals. Tentative field assignments are made based upon this initial review. The students then attend a 4 hour MSWI First Field Orientation (June). This Orientation is offered 4 times (3 times in early June and 1 make-up session in early August). This orientation is where students learn about competency-based field education and field policy. As part of the Orientation, the students meet in small groups of 6-8 students facilitated by veteran field faculty. The groups are structured as sharing sessions during which students offer information about themselves, their backgrounds, their apprehensions and their goals. This Orientation allows the field faculty to orient students to Field Education, and provide the opportunity for interpersonal interaction and on the spot assessment of the appropriateness of the tentative field assignment. If the tentative assignment seems reasonable to both the student and the Field Director, the student then proceeds to arrange an interview with the prospective Field Instructor.

Students do not compete with other students for a placement. Either the student or the agency can decline the other if either or both determine the placement is not a good fit. Students are allowed up to three interviews to successfully obtain a placement. Agencies are responsible for conducting any criminal background checks; the university does not gather this information. The field faculty determine placement referrals for first year master's students, according to the following criteria:

- The placement gives the student an opportunity to experience a client population and/or service setting that is different from the student's previous experience;
- The placement is appropriate to the student's level of professional development;
- The placement and/or field instructor is a good fit with the student's learning needs, strengths and personality;
- In the second year, the placement is a match for the chosen Specialized Practice Area of the student.

If a student cannot successfully obtain a placement after three interviews, the Field Director, after discussion with the student, may determine that the student is not ready to enter field at that time, and will make recommendations to the student concerning how he or she might improve readiness.

During the first week of classes, first-year master's students attend a MSWI Second Field Orientation, where they receive more detailed information about competency-based education, field policies, risk management and safety information.

Students must successfully complete both semesters of the first year placement as a condition of applying for a second year placement. For their second year placement, students identify three preferred placement choices. They begin their selection process in February by attending the Field Faire, an event that involves representatives from over 100 agencies interested in providing placements. Students do not interview with or commit to an agency at the Field Faire. Rather, the Faire is an opportunity for students to become acquainted with the range of placement choices. Through a combination of information gathered at the Field Faire, in discussion with faculty advisors, and through their own experiences in the field, students identify three choices for placement on their field application. The Field Director makes every attempt to refer a student to one of these choices for an interview. Most second year students are successfully placed at one of their three choices.

UNSUCCESSFUL PLACEMENT INTERVIEW

While the Division attempts to place all students in accordance with the Division's placement procedures, it does not guarantee all students will be successful in the placement interview. Students who are denied a placement by three different agencies, or who refuse to accept three different agencies, or a combination thereof, will meet with the Field Director with the possible outcomes being:

1. Student may be asked to work or volunteer at a human service agency to gain more experience and maturity; or
2. Student may be advised to sit out the year due to personal life complications that seemingly interfere with the student's ability to present well in interviews or perform the work of a social worker; and will be referred to appropriate community services if warranted; or
3. Student may be advised to re-consider the appropriateness of a Social Work as a profession. If necessary, the Social Work Division's Level I or Level II Review may be initiated (see *Graduate Program Handbook*).

CONFLICTS OF INTEREST

No student may be placed in an agency wherein they or an immediate family member was/is a client now or within the last five years; or is a Field Instructor. Since the Division does not ascertain client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest. Declining a placement based on conflict of interest is not the same as "refusing to accept" delineated above in the section called "Unsuccessful Placement Interviews."

Students who want a placement which may be perceived as a conflict of interest are encouraged to discuss the situation with the Field Director before requesting or accepting the placement. Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client during the previous five years will be administratively dropped from the field course and will not be allowed to enroll in the future.

CRIMINAL CONVICTIONS

The Division takes seriously the need to protect the public, as well as to provide appropriate opportunities to individuals wishing to enter the social work profession who have criminal records. The Division is committed to assuring that individuals who might pose a threat to any client group or practice setting be prevented from causing harm. Also, the Division is committed to the value and belief that any particular arrest or criminal conviction history is not in-and-of itself indicative of a person's readiness or potential to enter into and contribute to the social work profession.

The Division makes no presumptive judgments about students who have criminal histories. This policy is intended to ensure that the field team makes reasonable effort to identify a suitable field agency that will provide a placement for a student with a criminal record. Students need to know that, in fulfilling this effort, certain types and calendar dates of criminal convictions may result in agencies declining to offer them a placement. In some cases, it may not be possible for the field team to find a placement willing to interview or accept the student.

The Field Education Office will provide a student with up to three placement referrals, but this does not guarantee a student will be accepted by the agencies. A history of felony or misdemeanor convictions may present a barrier to acceptance by any University approved agency and may prohibit the student from completing the social work degree requirements.

*** STUDENTS MUST DISCLOSE CRIMINAL CONVICTIONS ***

- **DISCLOSE TO FIELD DIRECTOR:** Before or during the field application period, students with criminal convictions must make an appointment with the Field Director in order to disclose the convictions in a face-to-face meeting. The purpose of the meeting is to ensure appropriate matching of student with a field referral. Students need to list all convictions along with their current status/resolution. Even if a student's criminal record occurred long ago or has been expunged, information may emerge during a social work background check and become an issue for placement.
- **DISCLOSE TO AGENCY:** As well, the students are required to disclose the record with the prospective field agency. Students should be prepared to discuss their background in the context of how they have grown and changed.

EMPLOYMENT-BASED FIELD PRACTICUMS

Many students ask if they can use their employment site as a field placement. The use of an employment site as a MSW field site must be approved by the Field Director. Approval is granted only if certain conditions are met and the situation is educationally sound and appropriate for the particular student. With this in mind, the Field Education Office recognizes two types of employment-based practicums:

Job Conversion Practicum

"Job Conversion practicums" are for students who have been employed at their agency for at least one year and consider themselves "career employees." These students plan to remain in their place of employment in the future, and the agency wishes to make an educational investment in the employee. The goal of the Job Conversion is to provide significantly different opportunities for students to gain social work experience with different populations, services, sites, etc.

New Job Practicum

“New Job practicums” are for students who are hired into a new agency within the last few months. If approved, the specific assignment of this practicum can only be used one time in the course of student’s program.

The requirements listed on the Employment-Based Application include:

1. Application: The student must submit a completed application by the due date. The application is available on the Division website under Field Education “Form.”
2. Agency’s Official Agreement: The agency *must agree* that the employee will be treated as a student and can complete the academic requirements of the practicum. Practicum requirements involve completing activities that might not otherwise be a part of the job description. Whereas employees may not have to go to city council meetings, read research articles, relate the NASW Code of Ethics to agency cases or write personally reflective journals for a professor, the student will. Doing these activities may necessitate lighter caseloads, a longer probationary or orientation period, planned and varied assignments for educational purposes and additional hours above the normal workweek to achieve the practicum requirements.
3. Field Instruction: There must be a student supervisor (“Field Instructor”) who has a degree in social work and at least two years of post-graduate experience. At a minimum, the Field Instructor must provide at least one hour of regularly scheduled “field instruction” per week.
4. Field Instructor Training: There is a requirement that all Field Instructors complete introductory training on how to be an effective Field Instructor. This training is all day and is on campus. The training is available to all agency employees. *Six free BBS CEU are available for all attendants.* For info and registration: <http://www.csus.edu/hhs/sw/fieldeducation/fi-training.html>
5. Employment Supervision: The agency must provide an employment supervisor who is a different person than a Field Instructor. This is to ensure, in part, that the Field Instructor is free to focus on the educational aspects of the practicum while the employment supervisor can focus on workload issues.
6. Field Assignments: The field instruction tasks/assignments must be significantly new and different from the student’s current or past job duties and must be in accordance with the *Division of Social Work’s field curriculum*. The activities must occur during sustained periods of time during the week (minimum of 4 hours at a time) preferably at a different location than the site of employment.
7. No Role Confusion: The student must present evidence that role confusion (between student and employee) will not occur. A general rule is that role confusion will always exist in agencies with fewer than 25 employees unless you are physically located in separate places for the employment and the practicum.
8. Weekend/Evening Policy: Many students who request employment-based practicums want to student on the weekends and/or at night. The Field Education Office believes that interning during those hours would not provide the student the opportunities and training necessary to fulfill the objectives/learning goals of their practicum. Field hours must be held during the time when the agency is active so the student can participate in

the “life of the agency,” e.g., staff meetings, case conferences, and in-service trainings. This is almost always during the day (8am to 5pm), Monday through Friday. If a student cannot be available during these daytime hours, it is probable they will not obtain a field placement.

9. The Educational Requirement for Diversity: The Field Education Office requires that students get out of their comfort zone when in a practicum. It is recommended that students use the practicum experience to explore different agencies, populations, theoretical perspectives and supervision. An application will be rejected if the employment-based practicum keep a student in the same kind of agency environment with the exact same population and the exact same kind of supervision.
10. Developing CSWE Core Competencies: The Division of Social Work is accredited by the Council on Social Work Education (CSWE). There is a strict requirement that the program ensure that a field practicum help the student develop specific core competencies. These nine core competencies, listed below, *must* be a focus of any student’s practicum experience and must be referred to in the student’s application.
 1. Demonstrates ethical and professional behavior.
 2. Engages in diversity and difference in practice.
 3. Advance human rights and social, economic, and environmental justice.
 4. Engages in practice-informed research and research-informed practice.
 5. Engages in policy practice.
 6. Engages with clients.
 7. Assesses clients.
 8. Provides intervention to clients.
 9. Evaluate own work with clients.
 10. Engage in Leadership.
11. Liability and Separation Waivers: As part of this application, the student needs to sign a special liability waiver. As well, the student must allow the agency/Field Instructor to release to the Field Education Office information regarding the student’s performance, if said performance results in separation from my field practicum.
12. Field Education Office Approval: MSW applications must be approved by the Field Director. All parties (student, field instructor, employment supervisor and agency director) will be notified about the final decision by email.

OFFERS OF EMPLOYMENT BY PRACTICUM AGENCY

The Division of Social Work recognizes that the goal of MSW students is to secure employment as a MSW social worker upon graduation. Community agencies also prefer to hire employees who are well educated, already trained, and have proven themselves as valuable members of the team. Thus, there are times when practicum agencies will offer paid employment positions to student interns who have not yet completed their practicum. *While professional activity and learning are not incompatible, there is a difference between the goals of educational development and those of employment.*

Student may accept offers of employment and maintain their practicum in the same agency upon approval of the Field Education Office only when the following guidelines are met:

1. A Complete Application: The student must complete the attached application which outlines the job responsibilities, practicum tasks, and the way in which both will be delineated if the

student accepts the offer of employment. The application is available on the Division website under Field Education "Form."

2. Agency's Official Agreement: The agency *must agree* that the employee will be treated as a student and can complete the academic requirements of the practicum. Practicum requirements involve completing activities that might not otherwise be a part of the job description. Whereas employees may not have to go to city council meetings, read research articles, relate the NASW Code of Ethics to agency cases, or write personally reflective narratives for a professor, the student will. Doing these activities may necessitate lighter caseloads, a longer probationary or orientation period, planned and varied assignments for educational purposes and additional hours above the normal workweek to achieve the practicum requirements.
3. Field Instruction: There must be a *degreed social worker* who will act as the student's Field Instructor. The Field Instructor needs to have at least two years of post-graduate experience, and have already completed the required 6 hours of Field Instructor Training offered by the CSUS Division of Social Work. The Field Instructor must be someone other than the person who will supervise the student's work as a paid employee to ensure, in part, that the Field Instructor is free to focus on the educational aspects of the practicum rather than on workload issues. The Field Instructor must provide at least one hour per week of field instruction.
4. Employment Supervision: The agency must provide a job supervisor who is a different person than a Field Instructor. See above.
5. Good Academic Standing: The student must be in good academic standing within the Division of Social Work with all passing social work grades.

UTILIZING STUDENTS IN PLACE OF EMPLOYEES

The Division of Social Work does not condone any organization utilizing students as employees under the guise of field instruction with the exception of the employment based placements.

FIELD INSTRUCTOR TRAINING

All Field Instructors are required to participate in Field Instructor training offered by the Division of Social Work. Task Supervisors are recommended to attend, as is any agency employee who works consistently with the student. New Field Instructors are required to attend a 6 hour "Introduction to Field Instruction" training. Ongoing Field Instructors must renew their training by attending a 3 hour "Advanced Field Instruction" training every three years thereafter.

A certificate of completion for CEUs (continuing education units), approved by the California State Board of Behavioral Sciences (BBS), is emailed to each attendee thereafter. Participation in the entire training is required for these CEUs.

The Introduction to Field Instruction Training covers:

- competency-based instruction and complex practice behaviors
- agency orientation
- completing/using the Learning Agreement
- the student assessment process
- learning styles
- instructional methods
- problem solving

The Advanced Field Instruction Training varies by topic but always maintains a focus on

developing the competency of the Field Instructor.

PROFESSIONAL LIABILITY INSURANCE

The University provides social work field students with professional liability insurance through a CSU system-wide policy. The name of the policy is “SLIP: Professional Liability Insurance Program.” Students must be currently or previously (in the case of “incomplete grades”) enrolled and registered in their respective field courses in order to be covered under the policy for the calendar year when a current agency-university contract is in effect. A current certificate of this policy can be obtained through a request to the Field Director.

No other insurance is purchased or provided to students by the Division of Social Work. Agencies requiring students to carry insurance other than malpractice must make this known to the students before/during the interview process so that the student can make an informed choice about the field placement site.

AUTOMOBILE INSURANCE

Sacramento State University 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.

ATTENDANCE POLICIES IN TIMES OF LABOR-MANAGEMENT DISPUTES/STRIKES

In the event that a field agency is experiencing a severe dispute between Labor and Management, such as in the event of a strike, student attendance at field placements may not be possible. The field policy regarding student practicums and strikes is based upon principles of educational integrity; it focuses on how educational expectations, goals, and objectives can be met and maintained. A student's educational experience--rather than the merits of any given strike--is of primary consideration. The Division ascribes to the educational principle that a strike-bound agency is not able to provide a climate conducive to a sound educational experience.

If an agency is in a strike situation before the beginning of the practicum, no students will be placed in that agency. If the agency reaches resolution of the strike situation at some point during the academic year, the agency may be used for a mid-year practicum, depending upon reassessment of the agency and its ability to meet the learning and educational expectations of the Field Education Office. Designated field faculty will complete the assessment.

If a strike occurs in an agency where students are in an practicum:

- Students should confer with their Field Instructor, Faculty Field Liaison and, ultimately, the Director of Field Education to determine the most appropriate course of action.
- Students may not remain in the agency if the strike is expected to last an extended period of time.
- Students who miss practicum hours due to a strike may have to make up the hours so that they fulfill their full field time commitment as mandated by our accrediting organization, the Council on Social Work Education (CSWE).

- Students can make up these hours during the regular semester break periods, or by extending the practicum into the early summer months.
- If the strike persists for a protracted period of time and another comparable placement is available, the Division reserves the right to re-place the student so that they may complete their education in normative time.
- Exceptions to this policy will be considered on a case-by-case basis.

SECTION VII:

SAFETY GUIDELINES AND PROTOCOLS

GUIDELINES FOR SAFETY

These guidelines have been created in recognition of the fact that physical and mental vulnerability of professional social workers (and violence in the lives of clients) are realities. No social worker is immune to these vulnerabilities, regardless of practice setting or geographic location. Issues of safety are relevant in all communities and settings and need to be addressed. The following guidelines are set forth to facilitate awareness of safety issues. Students are required to review these guidelines and to ask and discuss with their Field Instructor the safety guidelines and procedures of the field agency.

The Division faculty will address safety issues as they relate to the content of lectures and discussions in the classroom, and during a mandatory pre-field orientation.

Each agency is responsible for orienting student trainees to the safety policies and procedures of that setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Security of personal belongings should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.

To ensure that students become familiar with agency safety protocol, field instructors are required to complete the *Field Placement Safety Protocol, Confidentiality and Mandated Reporting Form*. See form in Appendix IX.

Students must not be required to engage in assignments in which they feel physically at risk. The agency should make the same accommodations to ensure students' safety as they make for staff. If a student's concerns about safety begin to interfere with the learning process, the Faculty Field Liaison should be contacted to facilitate exploration of the concerns.

HEALTH RISKS

Exposure to diseases is a safety issue in many agencies, including those that are not designated health facilities. Therefore, all students are to assess for themselves, health risks associated with different settings and discuss with his/her Field Instructor appropriate precautions even though the agency may not require such things as vaccinations or other such preventive health measures.

PROCEDURES WHEN SAFETY ISSUES ARISE

If an incident occurs in which a student is personally threatened or hurt, the Field Instructor, agency contact person, or agency director should contact the Faculty Field Liaison and the Field Director immediately to discuss what actions the agency and Division should take to ensure student's physical and emotional well-being.

SAFETY TIPS FOR STUDENTS IN THE FIELD

Agency Protocol

It is important for students to know the agency safety and security protocol for office and home visits with clients. In the absence of formal policies, the Field Instructor and student should discuss any issues related to safety and security in the setting.

The guidelines and suggestions below may be helpful to students, Field Instructors, and Faculty Field Liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

Security of Belongings

All students in the field are expected to have a secure place to keep handbags and other belongings while at placement. It is preferable that the space be one which can be locked, and could be in a desk drawer or filing cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Clients

When working with clients, it is important to remember the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker, and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we would like to emphasize that students consult with agency Field Instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings

If a student will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation fully with the agency Field Instructor. When considering location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not many people are around at the time being considered for the meeting. Also important to discuss is the plan for backup and assistance in the event the client becomes agitated.

Safety Tips for Travel

When a student is traveling by car to an agency or to home visits, it is advisable to know where they are going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert, and to lock doors and close windows.

When traveling by foot or public transportation, it is advisable that students carry the least amount of valuables with them as possible. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it.

It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits

It is important to know something about the client prior to the home visit. If there is a question of safety, plan accordingly with Field Instructors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan.

It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit.

SECTION VIII: SOCIAL MEDIA GUIDELINES

Social media channels, such as Facebook, Twitter, YouTube, Flickr, Second Life and various blog sites are just a few examples of new ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site(s), agency site(s), or University site(s). Highlighted below are just a few of the relevant NASW Code of Ethics standards:

- SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS - informed consent (Section 1.03), conflicts of interest and dual relationships (Section 1.06), and privacy and confidentiality (Section 1.07).
- SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES – respect (Section 2.01), confidentiality (Section 2.02)
- SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS – private conduct (Section 4.03), misrepresentation (Section 4.06)

As a social work professional, it is important to consider whether you are using social media channels for professional activities, such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity, versus using these sites to maintain contact with friends and family. Your *professional image*, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office.

As social workers, we must be cognizant the legal, ethical and clinical responsibilities we have as professionals and those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the Sacramento State University Division of Social Work, and the profession.

In order to better understand how to manage social media, ask your Field Instructor the following questions:

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

See Appendix VI for handout “Guidelines for Using Social Media.” Used by permission from the Boise State University School of Social Work, Field Education Program.

APPENDIX I:

EVENING AND WEEKEND POLICY

Many students who work full time request evening or weekend practicums because of their employment. The Division of Social Work, Field Education Office believes that interning during those hours would not provide the student the opportunities and training necessary to fulfill the objectives/learning goals of their practicum.

Field hours must be held during the time when the agency is active so the student can participate in the “life of the agency,” e.g., staff meetings, case conferences, field instruction and in-service trainings. These activities are almost always during the day (8am to 5pm), Monday through Friday. If a student cannot be available during these daytime hours, it is probable they will not obtain a field placement.

Specific Concerns:

- Evenings and weekends offer no opportunities for case management as linkages are usually with agencies that are only open during the day hours on Monday through Friday.
- Agencies usually have assessment and treatment team meetings and staff meetings during the day. It is essential that interns get the opportunity to experience and participate in staff meetings.
- Interns cannot attend the necessary county trainings to be able to use AVATAR and thus they will **not** be able to do the clinical paperwork or progress notes, at most they can shadow that process.
- There is often limited opportunities to shadow other experienced social workers and other workers on the weekend and at night.
- In particular graduate level students need the experiences/training/shadowing that is offered during the work week.
- The needs of the Learning Agreement cannot be met by working evenings or weekends.

APPENDIX II:

FIELDCONNECT INFORMATIONAL HANDOUT

DESCRIPTION:

FieldConnect is the online database being used to complete the required documentation by the Field Education Office including the Learning Agreement, Mid-Semester Evaluation and End of Semester Evaluation. FieldConnect establishes an online system of communication between student, field instructor and faculty field liaison.

ACCESSING FIELDCONNECT

Student Log In

1. Go to <https://app.calstates4.com/csus/>.
2. Click the "Log in" button at the top of the page.
3. If you are already logged into your Saalink you will be logged into the system right away. If you are not, it will redirect you to the Saalink log in page.
4. Once logged in you can view your current placements (or past placements) and execute forms related to your placement.

Faculty Log In

1. Visit <https://app.calstates4.com/csus/>.
2. Click the "Log in" button at the top of the page.
3. If you are already logged into your Saalink account you will be logged into the system right away. If you are not, it will redirect you to the Saalink log in page.
4. Once logged in you can click "Manage Course" to view the students in your courses. Click view forms above the list of students to view any forms that have been submitted.

Field instructor Log In

1. Go to <https://app.calstates4.com/csus/>.
2. Click the "Community Partner Log in" button at the top of the page.
3. If you forgot your username or password click the tab that says "request new password"
4. Once logged in, click "View/Manage Students" and then the placement number (far left side) to view/execute forms.

APPENDIX III:

PROCESS RECORDINGS FORMAT AND INSTRUCTIONS

PROCESS RECORDING OF A SMALL SYSTEM CLIENT

1. Please be sure to disguise all identifying information to maintain client confidentiality.
2. The client may be an individual, a couple, or a family – children and adult(s). The interview being recorded must be an initial interview, but not one in which an agency intake form needs to be filled out or eligibility determined. The questions must be yours, not from a form.
3. Follow the outline below:

A. Introduction

- The Agency: Briefly describe the nature and purpose of your agency.
- The Client: Age, gender, ethnicity, religion, and a brief overview of client's family, living and work situation.
- The Need: Reason for Referral/Presenting Problem
 - a. Initial presenting problem: Who referred the client to the agency and to you? When? Why? What has been done since then to the time this client was assigned to you?
 - b. Any collateral contacts you have had on behalf of this client and the information obtained from these and other sources.

B. The Interview (see suggested format)

- Number and specific purpose of the interview being recorded.
- Time and Location of the interview.
- Appearance and affect of the client during this interview.
- Transcript of the interview: You are encouraged to tape-record and transcribe the interview. If recording is not possible, please write the complete interview in the form of a conversation exactly as it occurred, from the first hello to the last goodbye. Do not summarize portions. Whether or not tape-recorded, include all non-verbal behavior observed (yours and client's) as well as your (unspoken) thoughts and feelings as they occur during the interview.

SUGGESTED FORMAT

The Agency: _____

The Client: _____

The Need: _____

The Interview

| | Conversation | Client Affect | Students Thoughts & Feelings | Field Instructor Comments |
|------------|--------------|---------------|------------------------------|---------------------------|
| 1. Client | | | | |
| 2. Student | | | | |
| 3. Client | | | | |
| 4. Student | | | | |

4. Analysis

Go over your process recording line by line and identify:

- A. From client's verbal and non-verbal communications – examples of stressors of the client, and any feelings, anxieties, transferences, ambivalences and resistances, coping mechanisms...anything that tells you something about the client.
- B. From your verbal and non-verbal communications – examples of social work values, principles and techniques, counter-transferences. If at any point you feel your communication did not reflect the values/principles etc. appropriately, what could you have done or said differently?
- C. Identify the beginning, middle and ending phases of the interview. Was the intended purpose of the interview achieved? Is yes, substantiate...
- D. Based on the information you have about the client so far – what is your assessment at this time? Is the client functioning at an age-appropriate level? If not, at what level is he/she functioning?

**PROCESS RECORDING OF LARGE CLIENT SYSTEM
(Treatment or Task Group, Organization or Community)**

The Agency/Unit you represent. (Describe the agency, its services, the demographics of its client population and staff; and other relevant descriptions.)

1. Purpose of meeting:
2. Who is at the meeting:
Roles of individuals and units/agencies represented.
3. Need for meeting:
Presenting problem; who called the meeting? Why? What has been done about the problem in previous meetings? What social policies pertain to the presenting problem?
4. Transcript of group dynamic:
Who said what? What is the effect of different individuals and their responses/statements?
What is the nature/characteristic of the different interactions?

| | Conversation | Affect/Nature of Interaction | Unanswered Questions/ Thoughts/ Feelings of Student | Field Instructor Comments |
|-------------|--------------|------------------------------|---|------------------------------|
| 1. Person 1 | | | | |
| 2. Person 2 | | | | |
| 3. Person 3 | | | | |

Summary Description of Group Dynamics: Was purpose accomplished? Why or why not? What is the future collective action of the group?

APPENDIX IV:

LIVE OBSERVATION

Sacramento State University
Division of Social Work
Field Education

Live Observation: *Field Instructor Observing the Student*

It can be exceptionally anxiety-provoking for students to be directly observed by a field instructor, and the instructor's presence in the room may artificially change the dynamic with the client. That said, there is evidence that clients take comfort with the instructor being in the room and visible at times as they feel their care is improved (Locke & McCollum, 2001), particularly if the purpose and procedures are clearly explained to them at the onset of treatment and are reviewed again prior to the instructor's presence. Also, once interns become entrained to this training technique, they tend to feel better seen, understood, supported and helped by an able instructor.

Live observation can occur behind a one-way mirror or by the instructor being in the room with the client. The observation can be strictly that or can be interactive with the instructor communicating directly to the student and/or client. In the simplest form, the instructor introduces him/herself at the beginning and makes a few brief comments at the end; in maximum form, the instructor and student conduct a session together. To introduce the student to this, the field instructor might begin by inviting the student to "visit" one of the instructor's sessions to observe and comment.

Provide client and student with clear instructions about your purpose and role and what they can expect. Tell the client that you are there more to observe and help the counselor (i.e., the student) than to observe and critique them and that "three heads may be better than two" at problem-solving. If student is highly anxious about being observed, highlight observed strengths and improvements, praise him/her for tolerating the experience and ask them to self-evaluate, limiting your critique until the student grows more comfortable with the process whenever possible.

At times, you may also appear in session to directly talk with the client as a sort of quality assurance check-in with the student present?

1. What is your understanding of what you and your counselor/case manager (i.e., the student) are working toward together?
2. What is the most helpful thing about your time with your counselor/case manager (i.e., the student)?
3. What progress do you feel you are making? How are you accomplishing this?
4. How satisfied with you are the efforts your counselor/case manager (i.e., the student) is making to assist you?
5. How satisfied are you with your own efforts to assist yourself?
6. If your counselor/case manager (i.e., the student) could make one change that would improve the sessions for you, what would it be?
7. How could I support your counselor/case manager in supporting and assisting you?
8. Anything else you'd like me to know?

APPENDIX V:

SAFETY IN THE FIELD

FIELD PLACEMENT SAFETY, PROTOCOL, CONFIDENTIALITY AND MANDATED REPORTING VERIFICATION

Sacramento State University Risk Management policies require that the Division of Social Work obtain documentation confirming that field students receive safety protocol orientation in their field placement. This orientation must occur before the student has direct contact with clients, or within the first 4 weeks of placement, whichever comes first. Orientation should cover the topics below. Both Field Instructor and Student must sign this form. Please attach this completed form to the *Learning Agreement* before submitting to the Faculty Field Liaison.

Topics to be covered:

SAFETY

1. Working with potentially violent clients.
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy
2. Safety precautions in the neighborhood or surrounding areas.
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy
3. Precautions when making home visits and transporting clients.
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy
4. Emergency procedures in case of a client crisis.
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy
5. Emergency procedures in case of other dangers (e.g., severe weather, fire, other misc. threat).
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy
6. Protocol for driving in the course of placement duties, to include car accidents.
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy
7. Health and wellness precautions (e.g., contagious disease).
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy

ETHICS

8. Agency procedures safeguarding client confidentiality.
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy
9. Policy and procedures for mandated reporting of abuse/neglect and client danger to self or others.
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy
10. Expectations regarding boundaries, student self-disclosure, appropriate contact and professional role with clients.
How covered: ___ formal training ___ consultation with FI or other staff ___ written policy

I, _____, have received orientation on the topics above.
STUDENT PRINTED NAME

Student SignatureDate

Field Instructor SignatureDate

APPENDIX VI:

GUIDELINES FOR USING SOCIAL MEDIA*

Sacramento State University-Division of Social Work Field Education Program

*Borrowed with permission from Boise State University School of Social Work

Social media channels, such as Facebook, Twitter, YouTube, Flickr, Second Life and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. *Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site(s), agency site(s), or University site(s).*

Common issues that students need to understand, and manage, when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues, and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities, such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity, versus using these sites to maintain contact with friends and family. Your *professional image*, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office.

As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

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

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

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

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

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site.

Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates, and see who you've friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. *It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.*

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

With the proliferation of hand held devices such as smart phones, iPhones, and Blackberries, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and Twitter are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools.

There is huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your field placement, classroom work, or agency staff. *Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information.*

In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas. Observe all state and federal regulations such as FERPA and HIPAA, as well as University Policy(ies).

Be aware: Employers and volunteer organizations are more frequently requesting passwords and permissions to see what is behind your privacy settings. You have the right to refuse permission. However, doing so may be a consideration in whether or not you are offered opportunities to work with them. Further, allowing organizations to see everything may also be hazardous to future opportunities. Make sure you know what's "out there."

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

In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your

agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

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

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Codes applicability to social media.

- ✓ **Standard 1.06 states that “social workers should not engage in dual or multiple relationships...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries”**
(1.06c) The Code goes on to note that “dual or multiple relationships can occur simultaneously or consecutively” (1.06c) Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.
- ✓ **Standard 1.07(i): social workers should not discuss confidential information in any setting unless privacy can be ensured.**
We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don't post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.
- ✓ **Standard 4.03 states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.**
Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the Division of Social Work or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

Also, see <http://www.socialworkers.org/practice/standards/naswtechnologystandards.pdf> for additional standards regarding social media policies provided by NASW and ASWB.

What should I do next?

Take some time to review these guidelines with your Agency Field Instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work

student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Agency Field Instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families, so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Tips to maintain a positive online presence:

1. **Clean up your digital dirt.** Remove any pictures, content, or links that can send the wrong message to employers. Ask yourself, "How do I show up in the world?" Try a Google search on yourself periodically to see what comes up.
2. **Remember the internet is public domain.** They are called social networking sites for a reason. It is becoming commonplace for employers to do an online search for candidates before making job offers. A good guideline is to not put anything out on a social networking site that you would not want to see on the front page of the paper.
3. **Use social networking sites to your advantage.** Maintain your online profile by portraying an image consistent with how you want to be perceived. Your profile is a way for you to demonstrate to employers your communication skills using proper grammar and spelling. Convey your professional image by choosing your photo and your screen name carefully. Include great references on your profile from a variety of different people to "paint" a positive professional image of yourself.
4. **Using social networking sites may not be for you.** If using social media tools is not fun for you and it just feels like more work, that is O.K. These tools are not for everyone. If you are just going through the motions of putting something out there to have a presence, do not do it. Your lack of enthusiasm and lack of passion will show through, and that is NOT the image you want to portray. Your time and energy will serve you better to focus on areas that you believe in.
5. **Be thoughtful about your posts.** There is no expectation of privacy when using social media. Consider what could happen if a post becomes widely known and how that may reflect on both you, the School of Social Work, the practicum agency and/or the University. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, seek advice from your supervisor, Field Instructor, Faculty Field Liaison and the Field Director.

*Based in part on guidelines from UNC Chapel Hill, & SJSU