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## SCHOOL OF SOCIAL WORK FACULTY & STAFF

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Please visit the [School of Social Work – About Us](#) website for all Faculty and Staff information.
LETTER FROM THE DIRECTOR OF FIELD EDUCATION

To All Agency Field Instructors, Students, and Field Liaison Faculty:

The purpose of the Field Education Program is to prepare students for the world of professional social work practice by placing them in actual settings where, under the guidance of social work practitioners, they will develop essential competencies in applying social work knowledge, values and skills. Field practicum is often referred to as the “heart of social work education”. It provides students with an opportunity to apply classroom knowledge to real life situations. The field experience is to be educationally focused and challenge each student to develop a professional identity reflective of the values, knowledge and skills of the social work profession.

The School of Social Work at California State University, Chico wishes to take this opportunity to thank the agencies and professionals within those agencies who choose to take on the role of teaching and mentoring students in their quest to become professional social workers. We recognize the time, energy and resources that such a commitment takes, and we appreciate the opportunity to work with each of you in the education and training of competent professional social workers.

The purpose of this handbook is to provide you with information regarding the roles, responsibilities, policies, and procedures to assure accuracy and consistency in the field education experience. It is our goal to provide a quality field education experience to each student and agency field instructor, so please contact your Field Liaison or the Director of Field Education with any questions or concerns you may have.

Good luck! We hope your field experience will be both challenging and rewarding!

Patty Hunter
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School of Social Work
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The following Schools of Social Work are to be credited for material in this handbook:
University of Alaska, Anchorage; CSU, Fresno; CSU, Long Beach; CSU, Stanislaus; CSU, Sacramento; University of Denver
SCHOOL MISSION AND GOALS AND COMPETENCIES

Mission of the School of Social Work at CSU, Chico
The mission of the School of Social Work is to provide accessible, high quality education for generalist practice at the baccalaureate level and advanced generalist practice at the graduate level. We educate students to be ethical, knowledgeable, and versatile practitioners and leaders who value collaboration, social and economic justice, and lifelong learning.

Generalist Social Work Practice
Generalist Practice (GP) prepares students with a broad-based set of knowledge, skills, and values necessary for entry level social work professional practice with individuals, families, groups, organizations and communities. The major emphases for GP are: direct services to individuals, families and groups, community and organizational practice, policy analysis and practice, and research as practice.

Goals of the Undergraduate Social Work Program
To fulfill its mission, the BSW Program will work toward the following goals:

1. Prepare social workers with the knowledge, values and skills for generalist professional practice with multi-level systems.
2. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.
3. Prepare social workers in advocacy and social and political action to promote human rights, social and economic justice.
4. Prepare social workers to engage in continuing professional education and life-long learning to enhance their social work knowledge and skills.
5. Participate in the University’s General Education program through course offerings.
6. Partner with community service agencies to produce competent social workers.
7. Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.

Goals of the MSW Program
To fulfill its mission, the MSW Program will work toward the following goals:

1. Prepare social workers to provide leadership for social service agencies and communities in Northern California and the profession.
2. Prepare social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems.
3. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.
4. Prepare social workers as leaders in advocacy and social and political action to promote human rights, social and economic justice.
5. Prepare social workers to commit themselves to the profession enhancement and their own professional conduct and growth.
6. Partner with community service agencies to produce competent social workers
7. Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.
Competencies of the BSW/MSW Program

1. **Identify as a professional social worker and conduct oneself accordingly.**
   Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

2. **Apply social work ethical principles to guide professional practice.**
   Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

3. **Apply critical thinking to inform and communicate professional judgments.**
   Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires synthesis and communication of relevant information.

4. **Engage diversity and difference in practice.**
   Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

5. **Advance human rights and social and economic justice.**
   Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

6. **Engage in research-informed practice and practice-informed research.**
   Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific ethical approaches to building knowledge.

7. **Apply knowledge of human behavior and the social environment.**
   Social workers are knowledgeable about human behavior across the life course, the range of social systems in which people live, and the ways that social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
   Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

9. **Respond to contexts that shape practice.**
   Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers
recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

   Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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**Statement of Unqualified Respect for Human Diversity and Nondiscrimination**

As stated in the National Association of Social Workers Code of Ethics, specified within the Educational Policy and Accreditation Statement (EPAS) of the Council on Social Work Education (CSWE), and consistent with the California State University, Chico's Policy on Nondiscrimination and Affirmative Action in Employment and Education, we the faculty, staff, and students of the School of Social Work:

1. Advocate the elimination of any form of discrimination on the basis of age, class, socioeconomic status, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and other physical, psychological or social characteristics.
2. Are committed to teach, encourage, and promote an appreciation, respect, and understanding of human diversity in the School of Social Work, California State University, Chico, our professions, and our communities.
3. Affirm the value of soliciting, incorporating, and respecting human diversity into all aspects of our educational experiences, our profession, and our personal lives as ways to enrich our total life experience individually and collectively as members of a diverse world community.
GLOSSARY OF TERMS

Advanced Standing – The advanced standing program option is available only to incoming MSW students who have obtained a baccalaureate degree in social work (BSW) from a college or university whose social work program is accredited by or in accreditation candidacy with the Council on Social Work Education at the time the degree is conferred. A student with advanced standing completes two summer bridge courses and the final two semesters of the MSW program.

Foundation Year – This is the first year of the two-year MSW program.

Concentration Year – This is the second year of the two-year MSW program.

Field Director—The Field Director works directly with students and agencies in the internship placement process.

Field Instruction/Supervision – This is the supervision meeting time between the student and the Field Instructor. Supervision occurs weekly for at least one hour per week. During supervision the Field Instructor incorporates classroom learning into the context of the field internship and answers the student’s questions about topics including clients, the agency, policies and social work interventions.

Field Instructor – The Field Instructor is typically an agency staff member who provides the equivalent of weekly supervision to the student intern. To supervise a BSW student the field instructor must have a BSW or MSW degree and a minimum of two years post-graduate professional social work experience. (Exceptions are made on occasion to the requirement that a BSW student must be supervised by someone with a social work degree. Please see page 63 – Policy on Off-Site Field Instructor). To supervise a MSW student the field instructor must have an MSW degree and a minimum of two years post-graduate professional social work experience.

Field Liaison – The Field Liaison provides a link between the School of Social Work, the student and the internship agency. Field Liaisons meet jointly with the student and field supervisor at least once per semester to discuss progress made toward completing internship assignments. Field Liaisons are also available to the student and the agency for problem resolution. Field Liaisons are experienced MSWs from the community and/or faculty members. The Field Liaison is available for the agency field instructor to consult with regarding any matters concerning students placed in an agency. The Field Liaison can be contacted at any point during the internship for consultation and the School of Social Work highly encourages regular contact between the Field Liaison and Agency Field Instructor to ensure the field placement is a positive learning experience for the student and the agency.

Field Placement/Internship – This is the agency or organization in which the student learns and practices social work skills. A field internship differs from paid employment in that the focus of the internship is on learning and applying classroom knowledge.

Student Learning Contract – The learning contract is the student’s learning plan. It reflects the student’s individualized goals in a field internship and outlines areas where development and growth are expected. Specific objectives, learning activities, methods of measurement and evaluation are identified.
**Off-Site Field Instructor** – This is a person with a BSW or MSW degree who is partnered with the agency that provides field instruction for the student. A student with an off-site BSW or MSW Field Instructor also has an on-site Task Supervisor.

**Task Supervisor** – This is an on-site supervisor who is involved with the student’s day-to-day tasks and provides supervision in addition to that provided by the BSW/MSW field instructor. Every intern with an off-site BSW/MSW field instructor also has an on-site task supervisor. A task supervisor must have an advanced degree or a level of experience in the field that allows for supervision of a masters level student.

**Employment Based Internship** – An employment based internship is an internship in a student’s place of employment. Students must be assigned new duties that are educationally focused and provide an opportunity for students to develop new skills and expand their knowledge base.

**FREQUENTLY ASKED QUESTIONS**

**GENERAL QUESTIONS ABOUT FIELD EDUCATION**

**What is the difference between Foundation and Concentration year internships?**
Foundation year internships are generalist in nature and focus on core social work competencies. Foundation year students work with a variety of client systems. Concentration year internships focus on competencies required for more advanced social work practice. Advanced Standing students enter directly into a concentration year internship after completing two summer bridge courses.

**When are students in field?**
BSW students are in field for 16 hours per week on Monday, Wednesday and Friday. Foundation year students are in field 16 hours per week Wednesday, Thursday or Friday. Concentration year students (including advanced standing students) are at their internships 24 hours per week on Monday through Wednesday. Students attend classes on the days they are not in field.

**How many total hours are required for an internship?**
BSW/Foundation year students spend 480 hours in an internship over two academic semesters, or 16 hours per week for 30 weeks. Concentration year students (including advanced standing students) spend 720 hours in internship over two academic semesters, or 24 hours per week for 30 weeks.

**Are students required to make up field hours if they miss a day at their internship?**
BSW and Foundation students are allowed to miss up to 2 days (16 hours) each semester for illness or personal crisis without being required to make up those field hours. Concentration year students are allowed up to 3 days (24 hours) each semester for illness or personal crisis without being required to make up those field hours.

**Do students change internship sites each semester?**
It is the expectation that students spend their entire academic year at one internship site.

**Can students receive field credit for past work experience?**
No, students cannot receive field credit for past experience. The accreditation standards of the Council
on Social Work Education state that academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field internship or courses in the professional foundation areas.

Where can I find student forms online?
Many field-related forms and resources are available for students online and can be accessed at http://www.csuchico.edu/swrk/programs/field/studentresources.shtml. If you need any help finding or completing forms, contact the field support at 530-898-5632.

SELECTING AN INTERNSHIP

How do I obtain an internship?
BSW students work closely with a Field Coordinator to determine agencies with whom to interview. MSW students work closely with the Director of Field Education to determine agencies with whom to interview. Students are also instructed on accessing the field agency database to identify potential agencies of interest. Students and agencies interview each other. After completing interviews students will notify the coordinator or Field Director of their preferences and a placement will be assigned by the BSW field coordinator or Field Director.

BSW/MSW students attend the Field Fair which is held in the spring. The Field Fair provides an opportunity for students to meet with agency representatives to learn more about potential agency sites.

Do I have to be living in, or visiting, Chico to find an internship?
Students need to interview with potential agencies. While students who are in Chico conduct these interviews in person, telephone interviews can sometimes be arranged for students who are out of town. However, it is to the student’s advantage to arrange a time to interview in person if at all possible.

Can I complete my internship in my place of employment?
Students interested in an employment based internship must submit a ‘Proposal for Employment Based Internship’ form to the Director of Field Education. Submitting the required form does not guarantee approval of the request. The internship must provide the student with experiences that are distinctly different from the student’s regular job responsibilities.

Can students create their own internships?
The field education program is always interested in identifying new internship agencies and welcomes suggestions from students. All internship sites must meet the requirements for learning opportunities and supervision and must be approved by the field education program prior to a student beginning the internship. To begin the approval process, prospective agencies must first submit an Agency Profile to the Director of Field Education. The Agency Profile can be downloaded at http://www.csuchico.edu/swrk/programs/field/siteapplication.shtml.

How does an agency become an approved internship site?
Agencies become approved internship sites through a written agreement with the field education program. Prospective agencies complete the ‘Agency Profile’ online at
http://www.csuchico.edu/swrk/programs/field/siteapplication.shtml. This generates a site visit from the Field Director during which learning opportunities, supervision requirements, non-discrimination policies and other matters are discussed.

What if an agency does not have a BSW or MSW on site?
Agencies without an on-site BSW or MSW can provide internships only if the agency identifies an off-site individual with a BSW or MSW to provide the field instruction. It is optimal for the off-site BSW or MSW to be familiar with the agency’s mission and work.

What determines a student's tasks and learning opportunities in an internship?
Each student, in conjunction with the field instructor, completes a Student Learning Contract. The learning contract addresses all of the tasks, learning objectives and competencies for the internship. The learning contract template can be downloaded from http://www.csuchico.edu/swrk/programs/field/studentresources.shtml.

When and why should students contact their assigned Field Liaison?
Field Liaisons contact students and Field Instructors during the first three weeks of the internship to set up a schedule for site visits. Throughout the year, students should contact their Field Liaison if they have questions or concerns about work load, field instruction/supervision, learning contract, field evaluations or the integration of classroom assignments and the field internship.

When and why should Field Instructors contact their assigned Field Liaison?
Throughout the year, field instructors should contact their field liaison if they have questions or concerns about their students, learning contract, field evaluations, or the integration of classroom assignments and the field internship.

What is the difference between a Field Instructor and Field Liaison?
A Field Instructor is an agency staff member who provides weekly supervision to the student intern. The Field Instructor must have a BSW or MSW degree and a minimum of two years post-graduate professional social work experience.

A Field Liaison provides a link between the School of Social Work, the student and the internship agency. Field Liaisons meet jointly with the student and Field Instructor at least once per semester to discuss progress made toward completing internship assignments. Field Liaisons are also available to the student and the agency for problem resolution. Field Liaisons are experienced MSWs from the community and/or faculty members.

What are supervision requirements for an internship?
All students must be supervised by a BSW or MSW who has at least 2 years of post-graduate professional social work experience. Students receive at least 1 hour of supervision per week. A small number of students receive weekly supervision from an on-site task supervisor and weekly supervision from an off-site BSW/MSW field instructor. The off-site field instructor may be a volunteer with the placement agency or a faculty member.

What happens if problems arise during an internship?
Problems that arise during an internship are first addressed between the field instructor and the
student. The field liaison is available for problem resolution as needed. If problems cannot be resolved between the student, the field liaison and the field instructor, a performance contract should be developed to identify areas of concern and a method to address the concern. A time frame to complete the performance contract should also be determined. Detailed information to address problems during an internship may be found in the Field Problems & Resolutions section of the field manual.

**Can students request to change internships during the year?**
Any decisions about changing internships must be made by the field liaison, the field instructor, and the student. Detailed information may also be found in the Field Problems and Resolutions section of the field manual.

**Are students required to have background checks prior to beginning their internships?**
Background checks are required by some agencies before a student is accepted for, and/or allowed to begin an internship. If an agency requires any type of background check and/or medical testing, the agency should notify the intern of these requirements during the interview process. Conducting background checks is the responsibility of the agency. If an agency is not able to pay for these additional requirements, payment is the responsibility of the student.

**Will I be able to find a placement if I have a criminal background?**
The School of Social Work does not guarantee students a field placement. Students with any record of criminal conviction should discuss with the Field Director or BSW Field Coordinator the specifics of the conviction, so that the student may be referred to a placement with background criteria that can be more likely met by the student. Students are advised to be open with prospective field placements about any criminal background that might act as a barrier to placement.

**SCHEDULING**

**Can an internship take place during evening and weekend hours?**
Students need to be at their internship during normal agency business hours and during times when their field supervisor is available. These conditions do not usually allow students to do their entire internship during evening or weekend hours although it might be possible to complete some hours during these times.

**Can students work while attending the BSW/MSW program?**
Many students work while attending the BSW/MSW program. It is recommended that full-time BSW/MSW students work no more than 20 hours per week.

**What are the policies regarding University holidays, sick days and vacation days during an internship?**
The University does not require students to be at their internships during holidays officially observed by the University. BSW and MSW foundation year students will be allowed to miss a total of 16 hours per semester due to illness, personal emergency, medical appointment, etc. Students will not be required to make up these hours as long as they complete a minimum of 224 hours per semester. MSW concentration year students will be allowed to miss a total of 24 hours per semester due to illness, personal emergency, medical appointment, etc. Students will not be required to make up these hours as long as they complete a minimum of 336 hours per semester.
TRANSPORTATION

Does a student need a car for an internship?
Many internships require that students have cars to carry out assignments such as home visits, outreach and community work. In addition, many internships are located in rural areas that are underserved by public transportation. Therefore, students without cars may need to choose internships that are close to their homes, are available by public transportation or that do not require the use of a car to carry out assigned tasks.

Can students drive clients?
According to the University policy, interns shall not transport clients in vehicles unless specific provision for this to occur is included in the written agreement between the University and the internship agency. Therefore, it is up to the agency to specify whether or not interns shall drive as a part of their essential duties within their internship. It should be included in the student learning contract that the student will be required to use their personal vehicle for certain internship tasks. At that time, interns may be required to submit to a motor vehicles records check, notify their insurance carrier of their use of their own vehicle to transport clients, and follow all driving-related policies of the agency. The University does not cover the cost of automobile insurance for any of its interns. To initiate an agency contract that includes driving of clients, students or agency representatives contact the Director of Field Education at phunter@csuchico.edu.

As a matter of record and additional areas of liability, any accidents involving a CSUC student who is driving during the course of an internship must be reported to local law enforcement, the agency, and the School of Social Work Field Director.

BSW/FOUNDATION AND CONCENTRATION YEAR PRACTICUMS

Purpose
The purpose of the Field Education Program is to prepare students for the world of professional social work practice by placing them in actual settings where, under the guidance of social work practitioners, they will develop essential competencies in applying social work knowledge, values, and skills. In addition to their classroom experience, students will gain knowledge, skills, and professional identity through practice in these settings, and through the instruction and modeling provided by their mentors. In addition to time at the field site, the student attends a Field Seminar designed to help integrate classroom learning and the field experience.

BSW/Foundation Year Practicum
The purpose of the BSW/Foundation Year is to learn basic knowledge, skills, and values for client-centered problem-solving in generalist social work practice. During the BSW/Foundation Year, students should learn to:

- Engage in interpersonal helping;
- Utilize a problem solving process;
- Analyze and function within an Agency delivery system;
- Perform a variety of direct and indirect practice roles with primary focus on direct roles;
Find and use formal and natural resource systems; and
Critically reflect on her/his own practice.

It is during the BSW/Foundation Year that students begin developing a professional identity, particularly in gaining a working knowledge of the ethics, values, and roles of social workers.

A working knowledge of the National Association of Social Workers (NASW) Code of Ethics and its application to practice is a major focus. Practice courses SWRK 435, 445 in the BSW Program and SWRK 608 and 609 in the MSW Program support the student’s learning in the agency and the community, and encourage a fuller understanding of the array of social service systems.

Practice courses also address professionalism, ethical and value conflicts related to practice, professional boundaries, organizational cultures, and challenges posed by practice with diverse populations. Integrative social work courses help students generalize experiences from individual placements to practice across the broad spectrum of organizations, interacting with the diverse populations and practice levels students encounter professionally.

**Concentration Year Practicum**
During the Concentration Year, students continue developing their professional identity. It is assumed that students have acquired the basic knowledge, skills, and values from their Professional Foundation Year practicum in preparation for the Concentration Year practicum. The emphasis of the concentration field work, the practice courses SWRK 641 or SWRK 642, and SWRK 652 is on preparing students for advanced generalist practice and leadership roles in human service agencies in Northern California. Emphasis also is placed on using advanced intervention methods and problem solving methodologies with complex systems of all sizes.

The Concentration Year practicum develops particular professional competence as a generalist with a focus in Mental Health Services, Families, Children and Youth Services, or Gerontology. It is during this Concentration Year practicum that students are able to apply the concepts, skills, and values learned in the Professional Foundation Year to the selected focus area of advanced generalist practice.

The Concentration Year practicum further prepares students as social work practitioners in their focus area by expanding understanding and use of the ecological systems perspective. Students gain a more comprehensive understanding of theories, concepts, and practice models for assessment and intervention with different size systems at multiple levels in small towns and rural settings.

The student’s practice should be guided by values which build upon the strengths of consumer systems at multiple levels consistent with the values of individual and cultural diversity, self-determination, human dignity and worth, and social justice. At this level, students should also be able to engage and maintain complex professional relationships with staff, colleagues, community members, and policy makers consistent with social work ethics and values.

While the Professional Foundation Year practicum introduces supervision and critical reflection, it is during the Concentration Year practicum that students become skilled in critical self-reflection and the ability to constructively utilize consultation and supervision for understanding their own limits, ethical scrutiny, and professional growth and wellness.
FIELD CALENDARS AY 2017-2018
BSW Practicum (SWRK 489/490)

FALL 2017

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<tr>
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<th>Event</th>
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*Assignment due: Date corresponds with student’s field seminar days (Tuesday or Thursday)
Seminar dates may be subject to change due to individual instructor or program schedule conflicts.
### SPRING 2018

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<td>May 14-18</td>
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* Assignment due: Date corresponds with student’s field seminar day (Tuesday or Thursday)

Seminar dates may be subject to change due to individual instructor or program schedule conflicts.
# BSW Distributed Learning Program

**FALL 2017**

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<tr>
<th>Date</th>
<th>Event</th>
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<td>On-campus Student/Field Instructor Orientation</td>
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<td>September 5-8</td>
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*Assignment due

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SPRING 2018

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<td>April 9-13</td>
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<td>416</td>
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<tr>
<td>April 16-20</td>
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<tr>
<td>April 24 (T)</td>
<td>Sococo Field Seminar</td>
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<td>April 30-May 4</td>
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<td>448</td>
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<tr>
<td>May 8 (T)*</td>
<td>Final Field Evaluation &amp; Student Self-Assessment of Field Practicum due</td>
<td>464</td>
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<tr>
<td>May 7-11</td>
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<tr>
<td>May 14-18</td>
<td>Finals week (No practicum hours required)</td>
<td>480</td>
</tr>
</tbody>
</table>

*Assignment due

Seminar dates may be subject to change due to individual instructor or program schedule conflicts.
MSW Program – Foundation Year

FALL 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Field Hours</th>
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<tbody>
<tr>
<td>August 21 (M)</td>
<td>Fall semester begins</td>
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<td>August 23 (W)</td>
<td>Student/Field Instructor Orientation (9:00am-12:00pm) Mandatory for all students</td>
<td></td>
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<tr>
<td>August 28 (M)</td>
<td>Field Seminar</td>
<td></td>
</tr>
<tr>
<td>September 4 (M)</td>
<td>Labor Day (CAMPUS CLOSED)</td>
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<td>September 5 (T)</td>
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<td>September 5-8</td>
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<td>December 11-15</td>
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<tr>
<td>December 16, 2017 – January 1, 2018</td>
<td>Semester Break (No practicum hours)</td>
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SPRING 2018

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>January 2 (T)</td>
<td>Spring practicum hours begin</td>
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</tr>
<tr>
<td>January 15 (M)</td>
<td>Martin Luther King Jr. Day (CAMPUS CLOSED – no practicum hours)</td>
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<td>January 2-19</td>
<td>*During these 3 weeks students must complete 32 hours total</td>
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<td>Field Seminar</td>
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<td>March 26-29</td>
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<td>April 2-6</td>
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<td>April 9 (M)</td>
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<td>April 30-May 4</td>
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<tr>
<td>May 14-18</td>
<td>Finals week (No practicum hours required) – Final Date TBA</td>
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* Assignment due

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## MSW Program – Concentration Year

### FALL 2017

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<th>Event</th>
<th>Field Hours</th>
</tr>
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<tr>
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<td>August 22 (T)</td>
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<td>August 31 (TH)</td>
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<td>Labor Day (CAMPUS CLOSED)</td>
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<tr>
<td>November 30 (TH)*</td>
<td>Field Seminar – Final Field Evaluation due</td>
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<tr>
<td>November 27–Dec. 1</td>
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<tr>
<td>December 16, 2017 – January 1, 2018</td>
<td>Semester Break (No practicum hours)</td>
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*Assignment due

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<tr>
<th>Date</th>
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<tbody>
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<td>January 2 (T)</td>
<td>Spring practicum hours begin</td>
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<tr>
<td>January 15 (M)</td>
<td>Martin Luther King Jr. Day (CAMPUS CLOSED – no practicum hours)</td>
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<td>January 22-26</td>
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<tr>
<td>January 29–February 2</td>
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<td>408</td>
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<td>February 5-9</td>
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<td>February 12-16</td>
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<td>February 19-23</td>
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<td>480</td>
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<td>March 1 (TH)</td>
<td>Field Seminar</td>
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<tr>
<td>February 26–March 2</td>
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<tr>
<td>March 5-9</td>
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<td>March 15 (TH)</td>
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<td>March 12-16</td>
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<td>March 19-23</td>
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<td>March 29 (TH)</td>
<td>Field Seminar</td>
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<td>March 26-29</td>
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<td>April 16-20</td>
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### MSW Distributed Learning Program

**FALL 2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Field Hours</th>
</tr>
</thead>
</table>
| August 21 (M) | Fall classes begin / Fall practicum hours begin  
Student Field Orientation Sococo Meeting (6:30-7:30pm) |             |
| August 22 (T) | On-campus Student/Field Instructor Orientation (9am-12pm) |             |
| August 21-25  |                                            | 24          |
| August 28-Sept. 1 |                                        | 48          |
| September 4 (M) | Labor Day (CAMPUS CLOSED – no practicum hours)  | 72          |
| September 5-8  |                                            |             |
| September 9 (S) | On-Campus Field Seminar                     |             |
| September 11-15 |                                            | 96          |
| September 18 (M)* | Sococo Field Seminar / Student Learning Contract due | 120         |
| September 18-22 |                                            | 144         |
| September 25-29 |                                            | 168         |
| October 2-6    |                                            |             |
| October 9-13   |                                            | 192         |
| October 15 (SU)| On-Campus Field Seminar                     |             |
| October 16-20  |                                            | 216         |
| October 23 (M) | Sococo Field Seminar                        |             |
| October 23-27  |                                            | 240         |
| October 30-Nov. 3 |                                        | 264         |
| November 6-9   |                                            | 288         |
| November 10 (F) | Veteran’s Day (observed) CAMPUS CLOSED – no practicum hours | 312         |
| November 11 (S) | On-Campus Field Seminar                     |             |
| November 13-17 |                                            |             |
| November 20-24 | Thanksgiving Break (No practicum hours)     |             |
| November 27 (M) | Sococo Field Seminar                        |             |
| November 27-Dec. 1 |                                        | 336         |
| December 4 (M)* | Final Field Evaluation due                  | 360         |
| December 11-15 | Finals week (No practicum hours required)   |             |
| December 16, 2017 – January 21, 2018 | Semester Break (No practicum hours) |             |

* Assignment due

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SPRING 2018

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<tr>
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<tbody>
<tr>
<td>January 22 (M)</td>
<td>Spring classes begin / Practicum hours begin</td>
<td>384</td>
</tr>
<tr>
<td>January 22-26</td>
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<tr>
<td>January 29-February 2</td>
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<td>February 5 (M)*</td>
<td>Learning Contract Update due</td>
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<tr>
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SYLLABI

SWRK 489/490 BSW Field Practicum

California State University, Chico
School of Social Work
Bachelor of Social Work Program

SWRK 489A: SOCIAL WORK PRACTICUM I (5.0 UNITS)
SWRK 490A: SEMINAR FOR PRACTICUM I (1.0 UNITS)
FALL 2017

SWRK 489B: SOCIAL WORK PRACTICUM II (5.0 UNITS)
SWRK 490B: SEMINAR FOR PRACTICUM II (1.0 UNITS)
SPRING 2018

I. COURSE DESCRIPTION

Prerequisites: SWRK 170, 200, 302, 303, 305, 325, 330, and faculty permission. Concurrent enrollment in SWRK 435 and 485 in the fall and SWRK 445 in the spring. Restricted to Social Work majors with an overall GPA of C or better. In order to enter the second semester of SWRK 489B/490B, a student must receive a passing grade for both the Social Work Practicum I (SWRK 489A) and the Seminar for Practicum I (SWRK 490A) the previous semester. Note: Fall semester is designated as “A” (e.g., 489A) and spring semester is designated as “B”.

II. PURPOSE OF THE COURSE

A field practicum in a public or private agency provides the opportunity for students to apply the knowledge, skills and values learned in liberal arts, social work practice, social welfare policy and services, human behavior in the social environment and social research courses in an educationally supervised setting. Students are expected to learn basic social work skills applicable to working with individuals, families, groups, and communities in a wide variety of practice settings. The seminar provides students with a forum to process the learning experiences they are having in the agency settings and integrate those experiences with the knowledge and skills they are learning in the classroom setting.

III. MAJOR COURSE CONTENT OUTLINE

The Field Practicum/Seminar component is viewed as the primary vehicle for providing students the opportunity to apply theory to practice. The intent is to provide students with direct generalist service experience thus enhancing awareness of self in a helping role. The student gains the degree of proficiency necessary for beginning generalist and an understanding of ecological systems as it applies to direct social work practice. The major course content areas are based on the ten core competencies established in the Educational Policy and Accreditation Standards established by the Council on Social Work Education.

A. Developing a Professional Identity
B. Applying Social Work Values & Ethics
C. Promoting Critical Thinking
D. Advancing Social & Economic Justice
E. Engaging Diversity & Difference in Practice
F. Implementing Research Informed Practice & Practice Informed Research
G. Understanding Policy and its Impact on Practice on the micro, meso, macro level
H. Applying Knowledge of Human Behavior and Person in the Environment
I. Responding to Evolving Organizational, Societal and Political Change
J. Developing Professional Practice Skills in the areas of Engagement, Assessment, Intervention and Evaluation with individuals, groups, families and organizations

IV. BSW PROGRAM COMPETENCIES
See BSW Student Handbook

V. COURSE COMPETENCIES
At the end of the academic year, the student will demonstrate:

<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Program Competencies</th>
<th>EPAS Competency #</th>
<th>Practice behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a commitment to social work practice in a professional social work environment by working within a social service agency in a professionally responsible manner</td>
<td>1</td>
<td>2.1.1C</td>
<td>Attend to professional roles and boundaries, Advocate for client access to services</td>
<td>Weekly Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.1A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. knowledge of systems framework to assess, plan, and evaluate social work intervention with multi-level client systems</td>
<td>4</td>
<td>2.1.10 B(1)</td>
<td>Collect, organize and interpret client data, Initiate action to achieve client system change, Critically analyze, monitor and evaluate interventions</td>
<td>Weekly Journal Case Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.10 C(1)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2.1.10 D(1)</td>
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</tr>
<tr>
<td>3. research knowledge to understand the social work processes of problem definition, data collection, assessment, goal setting, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral</td>
<td>7</td>
<td>2.1.6B</td>
<td>Use research evidence to inform practice</td>
<td>Weekly Journal</td>
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</tr>
<tr>
<td>4. sensitivity, understanding, and skill in responding to the special needs of diverse populations including women, ethnic groups, gay men and lesbians, older adults, people with mental and physical limitations, and other populations at risk who have experienced discrimination and oppression</td>
<td>2</td>
<td>2.1.4A</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize or enhance power and privilege, gain self awareness to eliminate influence of personal biases and values in working with diverse groups</td>
<td>Weekly Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.4B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ability to perform the social work roles of advocate, linkage broker, enable, teacher, mediator, nurturer, and collaborator in social work interventions</td>
<td>1</td>
<td>2.1.10C</td>
<td>Ability to negotiate, mediate and advocate for client systems</td>
<td>Weekly Journal Student Self Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. an understanding of the structure, policy, and procedures of the agency</td>
<td>5</td>
<td>2.1.8A</td>
<td>Analyze, formulate, and advocate for policies that advance client well being</td>
<td>Weekly Journal Case Presentation</td>
</tr>
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<td></td>
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<tr>
<td>7. ability to use a range of resources that complement agency services</td>
<td>8</td>
<td>2.1.9A</td>
<td>Work to discover, appraise and attend to changing locales, populations, and emerging trends relevant to services</td>
<td>Weekly Journal</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>8. use of self purposefully as a professional helper, and use available resources (e.g.</td>
<td>8</td>
<td>2.1.2A</td>
<td>Recognize and manage personal values</td>
<td>Weekly Journal Student Self Assessment</td>
</tr>
<tr>
<td>Task</td>
<td>Code</td>
<td>Description</td>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
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<td>-----------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>9. Ability to work as a team member with other social workers and related professionals within the placement agency, and developing collaborative working relationships within and between social systems to enhance services in both rural and urban settings</td>
<td>9</td>
<td>2.1.3C Demonstrate effective oral and written communication in working with individuals, organizations, communities and colleagues</td>
<td>Weekly Journal</td>
<td></td>
</tr>
<tr>
<td>10. Knowledge of what constitutes social justice within the context of institutional policies and practices, and the ability to identify and work toward changing those policies and practices that foster discrimination or oppression</td>
<td>3.5</td>
<td>2.1.5A Understand the forms and mechanisms of oppression and discrimination, advocate for human rights and social and economic justice</td>
<td>Weekly Journal</td>
<td></td>
</tr>
<tr>
<td>11. Understanding of how attitudes and practices toward disadvantaged populations can be changed</td>
<td>2</td>
<td>2.1.4B Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Weekly Journal</td>
<td></td>
</tr>
<tr>
<td>12. Commitment to the values and ethics of the profession through appropriate attitudes and behavior including self-awareness and the development of professional boundaries</td>
<td>1</td>
<td>2.1.2B Apply standards of the NASW Code of ethics and ethical reasoning to arrive at ethical decisions</td>
<td>Weekly Journal, Case Presentation</td>
<td></td>
</tr>
</tbody>
</table>
VI. INTEGRATION WITH OTHER COURSES
Both semesters the practicum and seminar are taken concurrently with a Social Work Practice course. The practice and practicum courses are designed to complement each other by providing classroom instruction that can be applied to the students' experiences in their social service agencies.

VII. COURSE LEARNING ENVIRONMENT
See BSW Student Handbook

A. Students with Disabilities or Physical Limitations
BSW Student Handbook

B. Attendance
BSW Student Handbook

C. Academic Honor and Honesty
BSW Student Handbook

D. Writing Standards
BSW Student Handbook

E. Evaluation
BSW Student Handbook

F. Incomplete Grades
BSW Student Handbook

G. Professional Standards
BSW Student Handbook

H. Confidentiality
BSW Student Handbook

VIII. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Required Reading
BSW Field Education Manual (on line at www.csuchico/swrk/field)
Assigned Texts
Assigned by individual instructors

B. Assessment of Student Learning and Grades
Please note SWRK 489 A & B is graded credit/no credit. Students will receive a letter grade for SWRK 490 A &B. Students must receive numerical ratings that reflect adequate progress on their field evaluation and complete all required field practicum
hours in order to receive credit for SWRK 489 Δ & B. Students must complete all seminar assignments and receive a passing grade in SWRK 490 A in order to continue in field for the spring semester.

The following grading rubric will be used in determining a student’s grade for the Field Seminar:

**Superior work:** A level of achievement so outstanding that it is normally attained by relatively few students

**Adequate work:** A level of achievement indicating adequate competence in the subject matter/skill. This level will usually be met by a majority of students in the class.

**Minimally acceptable work:** A level of achievement which meets the minimum requirements of the course

**Unacceptable work:** A level of achievement, which fails to meet the minimum requirements of the course. Not passing

<table>
<thead>
<tr>
<th>Grades</th>
<th>A = 94 - 100</th>
<th>B+ = 87 - 89</th>
<th>C+ = 77 - 79</th>
<th>D+ = 67 - 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- = 90 - 93</td>
<td>B = 84 - 86</td>
<td>C = 74 - 76</td>
<td>D = 64 - 66</td>
<td></td>
</tr>
<tr>
<td>B- = 80 - 83</td>
<td>C- = 70 - 73</td>
<td>F = ≤ 63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individual instructors will assign point/percentage value to the required assignments:

**Fall Assignments:**
- Five Journals
- Seminar Participation
- Case Presentation
- Student Reflective Essay

**Spring Assignments:**
- Five Journals
- Seminar Participation
- Case Presentation
- Student **Self Assessment**
- Total

C. Assignments: Each student is required to complete the following:

1. **Field Placement:** The student will complete 480 hours in a field placement in a public or private human service organization per academic year. Students will be allowed to miss a total of 16 hours per semester due to illness, personal emergency, medical appointment, etc. Students will not be required to make up these hours as long as they complete a minimum of 224 hours per semester.

2. **Learning Contract:** The student will complete a written learning contract in collaboration with the field instructor by the date specified in the field seminar syllabus.
3. **Field Seminar Attendance**: Students are expected to attend all seminar meetings and assume an active role in class discussions. **Students are expected to be both physically and mentally present during seminar.** Missing more than 10% of field seminar may result in the student failing the course. Read the course outline for individual instructors’ policies regarding field seminar attendance.

4. **Writing Assessment**: Documentation is a very important skill in social work practice. Students are asked to complete various forms of agency documentation in their field placements. Faculty field liaisons will be evaluating student writing in student journals, as well as inquiring about student writing skills in their agency placements and may make a recommendation for a student to enroll in the social work writing course when appropriate.

5. **Confidentiality**: Information shared in class about human service organizations and clients/consumers is covered by the NASW Code of Ethics and the Health Insurance Portability and Accountability Act (HIPAA). Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client’s identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence. Such information is considered shared in a classroom setting for supervisory purposes. Given the nature of the field seminar and the fact that it will focus on concerns and issues faced by students working with actual clients, it is critical that client confidentiality be maintained. Under no circumstances will a student reveal the name of a client or provide descriptive information that might identify the client, even when names are not mentioned. Discussions outside of class with members of the class or with individuals outside of the seminar regarding information shared in class about clients, field instructors, or agencies are considered a breach of confidentiality.

6. **Communication and conflict resolution**: One of the most important aspects of becoming a professional is developing an understanding of the use of supervision. Effective use of supervision requires understanding the process for communicating concerns. Students are expected to use identified channels for resolving concerns within the field placement and the field seminar. These channels include going directly to their field instructor and/or their seminar instructor.

7. **Journals**: Students are expected to complete ten journal entries during the course of the field placement. Faculty field liaisons will assign the dates that these journal entries will be turned in. The length of each entry is not as important as the quality of content. All Field Instructors have been informed about this assignment, and it is expected that the student may do some journal writing during their field practicum. Journal entries should address integration of fieldwork to classroom curriculum and self-awareness/exploration. Journal entries should also address integration of the ten student competencies listed in the Major Course Content should.

8. **Student Presentations**: Over the course of the academic year each student will give an in-class case presentation. Individual seminar instructors will provide students with a
format for the case presentation that incorporates concepts introduced in the practice course.

9. **Student's Reflective Essay on Fall Semester Practicum**: A significant quality of developing a professional self is imbedded in the reflection we do about our work. You have been asked throughout the semester to reflect on your practice behavior, values, ethics, theoretical approach, and social work skills. This assignment is intended to capture some of these reflections about learning how to do professional social work. Your essay will be evaluated on the relevance and depth of reflection, as well as your use of good writing mechanics, and should be typed and double-spaced.

10. **Student Self Assessment**: During the spring semester students will complete a narrative summarizing their practicum learning experiences and progress toward attaining their learning goals and objectives and continued professional development. The strength of the evaluation directly reflects the time and consideration the student contributes to this process. A format for this self-assessment is provided in the Field Education Manual.

**IX. Bibliography**


SWRK 489/490 BSW Field Practicum – DL Format

I. COURSE DESCRIPTION
Prerequisites: SWRK 170, 200, 302, 303, 305, 325, 330, and faculty permission. Concurrent enrollment in SWRK 435 and 485 in the fall and SWRK 445 in the spring. Restricted to Social Work majors with an overall GPA of C or better. In order to enter the second semester of SWRK 489B/490B, a student must receive a passing grade for both the Social Work Practicum I (SWRK 489A) and the Seminar for Practicum I (SWRK 490A) the previous semester. Note: Fall semester is designated as “A” (e.g. 489A) and spring semester is designated as “B”.

II. PURPOSE OF THE COURSE
A field practicum in a public or private agency provides the opportunity for students to apply the knowledge, skills and values learned in liberal arts, social work practice, social welfare policy and services, human behavior in the social environment and social research courses in an educationally supervised setting. Students are expected to learn basic social work skills applicable to working with individuals, families, groups, and communities in a wide variety of practice settings. The seminar provides students with a forum to process the learning experiences they are having in the agency settings and integrate those experiences with the knowledge and skills they are learning in the classroom setting.

III. MAJOR COURSE CONTENT OUTLINE
The Field Practicum/Seminar component is viewed as the primary vehicle for providing students the opportunity to apply theory to practice. The intent is to provide students with direct generalist service experience thus enhancing awareness of self in a helping role. The student gains the degree of proficiency necessary for beginning generalist and an understanding of ecological systems as it applies to direct social work practice. The major course content areas are based on the ten core competencies established in the Educational Policy and Accreditation Standards established by the Council on Social Work Education.

A. Developing a Professional Identity
B. Applying Social Work Values & Ethics
C. Promoting Critical Thinking
D. Advancing Social & Economic Justice
E. Engaging Diversity & Difference in Practice
F. Implementing Research Informed Practice & Practice Informed Research
G. Understanding Policy and its Impact on Practice on the micro, meso, macro level
IV. BSW PROGRAM COMPETENCIES
See 2017-18 BSW Student Handbook

V. COURSE COMPETENCIES
At the end of the academic year, the student will demonstrate:

<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Program Competencies</th>
<th>EPAS Competency #</th>
<th>Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A commitment to social work practice in a professional social work environment by working within a social service agency in a professionally responsible manner</td>
<td>1</td>
<td>2.1.1C</td>
<td>Attend to professional roles and boundaries, Advocate for client access to services</td>
<td>Weekly Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.1A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Knowledge of systems framework to assess, plan, and evaluate social work intervention with multi-level client systems</td>
<td>4</td>
<td>2.1.10 B(1)</td>
<td>Collect, organize and interpret client data, Initiate action to achieve client system change, Critically analyze, monitor and evaluate interventions</td>
<td>Weekly Journal Case Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.10 C(1)</td>
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<tr>
<td></td>
<td></td>
<td>2.1.10 D(1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Research knowledge to understand the social work processes of problem definition, data collection, assessment, goal setting, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral (when appropriate), and termination</td>
<td>7</td>
<td>2.1.6B</td>
<td>Use research evidence to inform practice</td>
<td>Weekly Journal</td>
</tr>
<tr>
<td>4. sensitivity, understanding, and skill in responding to the special needs of diverse populations including women, ethnic groups, gay men and lesbians, older adults, people with mental and physical limitations, and other populations at risk who have experienced discrimination and oppression</td>
<td>2</td>
<td>2.1.4A</td>
<td>Recognize the extent to which a culture's structures and values may oppress, marginalize or enhance power and privilege, gain self-awareness to eliminate influence of personal biases and values in working with diverse groups</td>
<td>Weekly Journal</td>
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<tr>
<td>5. ability to perform the social work roles of advocate, linkage broker, enable, teacher, mediator, nurturer, and collaborator in social work interventions</td>
<td>1</td>
<td>2.1.10C</td>
<td>Ability to negotiate, mediate and advocate for client systems</td>
<td>Weekly Journal, Student Self-Assessment</td>
</tr>
<tr>
<td>6. an understanding of the structure, policy, and procedures of the agency</td>
<td>5</td>
<td>2.1.8A</td>
<td>Analyze, formulate, and advocate for policies that advance client well being</td>
<td>Weekly Journal, Case Presentation</td>
</tr>
<tr>
<td>7. ability to use a range of resources that complement agency services</td>
<td>8</td>
<td>2.1.9A</td>
<td>Work to discover, appraise and attend to changing locales, populations, and emerging trends relevant to services</td>
<td>Weekly Journal</td>
</tr>
<tr>
<td>8. use of self purposefully as a professional helper, and use available resources (e.g. supervision and other agency learning opportunities) to support professional development</td>
<td>8</td>
<td>2.1.2A</td>
<td>Recognize and manage personal values in a way that allows professional growth</td>
<td>Weekly Journal, Student Self-Assessment</td>
</tr>
<tr>
<td>development</td>
<td>values to guide practice</td>
<td>Weekly Journal</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>9. ability to work as a team member with other social workers and related professionals within the placement agency, and developing collaborative working relationships within and between social systems to enhance services in both rural and urban settings</td>
<td>2.1.3C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 10. knowledge of what constitutes social justice within the context of institutional policies and practices, and the ability to identify and work toward changing those policies and practices that foster discrimination or oppression | 2.1.5A  
2.1.5B                                                                 | Understand the forms and mechanisms of oppression and discrimination, advocate for human rights and social and economic justice | Weekly Journal                                                                 |
| 11. understanding of how attitudes and practices toward disadvantaged populations can be changed | 2.1.4B                                                                                   | Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups | Weekly Journal                                                                 |
| 12. commitment to the values and ethics of the profession through appropriate attitudes and behavior including demonstrating professional self awareness and the development of professional boundaries | 2.1.2B                                                                                   | Apply standards of the NASW Code of ethics and ethical reasoning to arrive at ethical decisions | Weekly Journal  
Case Presentation

VI. INTEGRATION WITH OTHER COURSES
Both semesters the practicum and seminar are taken concurrently with a Social Work Practice course. The practice and practicum courses are designed to complement each other by providing classroom instruction that can be applied to the students' experiences in their social service agencies.
VII. COURSE LEARNING ENVIRONMENT

See current BSW Student Handbook

A. Students with Disabilities or Physical Limitations
   BSW Student Handbook

B. Attendance
   BSW Student Handbook

C. Academic Honor and Honesty
   BSW Student Handbook

D. Writing Standards
   BSW Student Handbook

E. Evaluation
   BSW Student Handbook

F. Incomplete Grades
   BSW Student Handbook

G. Professional Standards
   BSW Student Handbook

H. Confidentiality
   BSW Student Handbook

VIII. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Required Reading:
   BSW Field Manual
   Trauma Stewardship – Laura van Dernoot Lipsky

   Assigned Reading:
   Individual course instructors may assign additional reading for their courses.

B. Assessment of student learning and grades:

Please note SWRK 489 A & B is graded credit/no credit. Students will receive a letter grade for SWRK 490 A & B. Students must receive numerical ratings that reflect adequate progress on their field evaluation and complete all required field practicum hours in order to receive credit for SWRK 489 A & B. Students must complete all seminar assignments and receive a passing grade in SWRK 490 A in order to continue in field for the spring semester.
Superior work: A level of achievement so outstanding that it is normally attained by relatively few students
Adequate work: A level of achievement indicating adequate competence in the subject matter/skill. This level will usually be met by a majority of students in the class.
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Grades

<table>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<td>D</td>
<td>64-66</td>
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<tr>
<td>F</td>
<td>63-0</td>
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</tbody>
</table>

The following grading rubric will be used in determining a student’s grade for the Field Seminar:

Fall Assignments:
Five Journals
Seminar Participation
Case Presentation
Student Reflective Essay
Total

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Journals</td>
<td>15</td>
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<tr>
<td>Seminar Participation</td>
<td>20</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Spring Assignments:
Five Journals
Seminar Participation
Case Presentation
Student Self Assessment
Total

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Journals</td>
<td>15</td>
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<tr>
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<td>Case Presentation</td>
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</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

C. Assignments: Each student is required to complete the following:

1. Field Placement: The student will complete 480 hours in a field placement in a public or private human service organization per academic year. Students will be allowed to miss a total of 16 hours per semester due to illness, personal emergency, medical appointment, etc. Students will not be required to make up these hours as long as they complete a minimum of 224 hours per semester.

2. Learning Contract: The student will complete a written learning contract in collaboration with the field instructor by the date specified in the field seminar syllabus.

3. Field Seminar Attendance: Students are expected to attend all seminar meetings and assume an active role in class discussions. Students are expected to be both physically and mentally present during seminar. Missing more than 10% of field seminar may result in the student failing the course. Read the course outline for individual instructors’ policies regarding field seminar attendance.
4. **Writing Assessment**: Documentation is a very important skill in social work practice. Students are asked to complete various forms of agency documentation in their field placements. Faculty field liaisons will be evaluating student writing in student journals, as well as inquiring about student writing skills in their agency placements and may make a recommendation for a student to enroll in the social work writing course when appropriate.

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6. **Communication and conflict resolution**: One of the most important aspects of becoming a professional is developing an understanding of the use of supervision. Effective use of supervision requires understanding the process for communicating concerns. Students are expected to use identified channels for resolving concerns within the field placement and the field seminar. These channels include going directly to their field instructor and/or their seminar instructor.

7. **Journals**: Students are expected to complete ten journal entries during the course of the field placement. Faculty field liaisons will assign the dates that these journal entries will be turned in. The length of each entry is not as important as the quality of content. All Field Instructors have been informed about this assignment, and it is expected that the student may do some journal writing during their field practicum time. Journal entries should address integration of fieldwork to classroom curriculum and self-awareness/exploration. Journal entries should also address integration of the ten student competencies listed in the Major Course Content should

8. **Student Presentations**: Over the course of the academic year each student will give an in-class case presentation. Individual seminar instructors will provide students with a format for the case presentation that incorporates concepts introduced in the practice course.

9. **Student’s Reflective Essay on Fall Semester Practicum**: A significant quality of developing a professional self is imbedded in the reflection we do about our work. You have been asked throughout the semester to reflect on your practice behavior, values,
ethics, theoretical approach, and social work skills. This assignment is intended to capture some of these reflections about learning how to do professional social work. Your essay will be evaluated on the relevance and depth of reflection, as well as your use of good writing mechanics, and should be typed and double-spaced.

10. Student Self-Assessment: During the spring semester students will complete a narrative summarizing their practicum learning experiences and progress toward attaining their learning goals and objectives and continued professional development. The strength of the evaluation directly reflects the time and consideration the student contributes to this process. A format for this self-assessment is provided in the Field Education Manual.

IX. BIBLIOGRAPHY


SWRK 631/632 Foundation Field Practicum

SWRK 631: Foundation Field Practicum – Syllabus
Revised 6/15/17

California State University, Chico
School of Social Work
Master of Social Work Program

SWRK 631/632: Foundation Field Practicum
(3.0 units) Syllabus

I. COURSE DESCRIPTION
Prerequisites: CSU, Chico Graduate acceptance, admission to the MSW program and concurrent enrollment in SWRK 601, 605, 608 and 617 for the fall semester and concurrent enrollment in SWRK 612, 609, 610 and 644 for the spring semester. The field education practicum provides 240 hours per semester of directed field learning for students in the foundation year of the MSW program. The hours are to be completed over the course of 15 weeks during each semester. If students are accumulating more than 16 hours per week arrangements should be made to flex their hours so that the practicum is not completed prior to the end of each semester.

II. PURPOSE OF THE COURSE
A field practicum in a public or private agency provides the opportunity for students to apply the knowledge, skills and values learned in liberal arts, social work practice, social welfare policy and services, human behavior in the social environment and social research courses in an educationally supervised setting. Students are expected to learn basic social work skills applicable to working with individuals, families, groups, and communities in a wide variety of practice settings. The seminar provides students with a forum to process the learning experiences they are having in the agency settings and integrate those experiences with the knowledge and skills they are learning in the classroom setting.

III. MAJOR COURSE CONTENT OUTLINE
Students will be placed in field practicum settings for 16 hours per week and attend a bi-weekly seminar. The Field Practicum/Seminar component is viewed as the primary vehicle for providing students the opportunity to apply theory to practice. The intent is to provide students with direct generalist service experience thus enhancing awareness of self in a helping role. The student gains the degree of proficiency necessary for beginning generalist and an understanding of ecological systems as it applies to direct social work practice. The major course content areas are based on the ten core competencies established by the Council on Social Work Education.
A. Developing a Professional Identity
B. Applying Social Work Values & Ethics
C. Promoting Critical Thinking
D. Advancing Social & Economic Justice
E. Engaging Diversity & Difference in Practice
F. Implementing Research Informed Practice & Practice Informed Research
G. Understanding Policy and its Impact on Practice on the micro, meso, macro level
H. Applying Knowledge of Human Behavior and Person in the Environment
I. Responding to Evolving Organizational, Societal and Political Change
J. Developing Professional Practice Skills in the areas of Engagement, Assessment, Intervention and Evaluation with individuals, groups, families and organizations
## IV. MSW PROGRAM COMPETENCIES
See Current MSW Student Handbook

## V. COMPETENCIES for SWRK 631
At the end of the academic year the student will demonstrate:

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<thead>
<tr>
<th>Course Competencies</th>
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<th>Practice behaviors</th>
<th>Assignments</th>
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</thead>
</table>
| 1. a commitment to social work practice in a professional social work environment by working within a social service agency in a professionally responsible manner | 2.1.1 Identify as a professional social worker and conduct oneself accordingly | A. Advocate for client access to services  
B. Practice personal reflection and self-correction to assure continual professional development  
C. Attend to professional roles and boundaries, | Weekly Journal Case Presentation*                      |
| 2. knowledge of systems framework to assess, plan, and evaluate social work intervention with multi-level client systems | 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | B1. Collect, organize and interpret client data  
C1 Initiate action to achieve client system change,  
D1 Critically analyze, monitor and evaluate interventions | Weekly Journal Case Presentation*                      |
| 3. research knowledge to understand the social work processes of problem definition, data collection, assessment, goal setting, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral | 2.1.6 Engage in research-informed practice and practice-informed research | B Use research evidence to inform practice | Weekly Journal Case Presentation*                      |
| (when appropriate), and termination | 2.1.4 Engage diversity and difference in practice | A. Recognize the extent to which a culture’s structures and values may oppress, marginalize or enhance power and privilege.  
B. gain self awareness to eliminate influence of personal biases and values in working with diverse groups  
D. View themselves as learners and engage those with whom they work as informants | Weekly Journal |
|---|---|---|---|
| 5. ability to perform the social work roles of advocate, linkage broker, enable, teacher, mediator, nurturer, and collaborator in social work interventions | 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | C. Ability to negotiate, mediate and advocate for client systems | Weekly Journal  
Student Self Assessment |
| 6. an understanding of the structure, policy, and procedures of the agency | 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services | A. Analyze, formulate, and advocate for policies that advance client well-being | Weekly Journal  
Case Presentation* |
| 7. ability to use a range of resources that complement agency services | 2.1.9 Respond to contexts that shape practice | A. Work to discover, appraise and attend to changing locales, populations, and emerging trends relevant to services | Weekly Journal |
| 8. use of self purposefully as a professional helper, and use available resources (e.g. | 2.1.2 Apply social work ethical principles to guide professional practice | A. Recognize and manage personal values in a way that allows professional values to guide practice | Weekly Journal  
Student Self Assessment |
<table>
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<tr>
<th>Supervision and other agency learning opportunities to support professional development</th>
<th>2.1.3 Apply critical thinking to inform and communicate professional judgments</th>
<th>C. Demonstrate effective oral and written communication in working with individuals, organizations, communities and colleagues</th>
<th>Weekly Journal</th>
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<tr>
<td>9. Ability to work as a team member with other social workers and related professionals within the placement agency, and developing collaborative working relationships within and between social systems to enhance services in both rural and urban settings</td>
<td>2.1.5 Advance human rights and social and economic justice</td>
<td>A. Understand the forms and mechanisms of oppression and discrimination</td>
<td>Weekly Journal</td>
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<tr>
<td></td>
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<td>Advocate for human rights and social and economic justice</td>
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<tr>
<td>10. Knowledge of what constitutes social justice within the context of institutional policies and practices, and the ability to identify and work toward changing those policies and practices that foster discrimination or oppression</td>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>B. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Weekly Journal</td>
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<tr>
<td>11. Understanding of how attitudes and practices toward disadvantaged populations can be changed</td>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>B. Apply standards of the NASW Code of ethics and ethical reasoning to arrive at ethical decisions</td>
<td>Weekly Journal Case Presentation*</td>
</tr>
</tbody>
</table>
VI. INTEGRATION WITH OTHER COURSES
The field education courses provide students opportunities to apply and integrate knowledge gained in their undergraduate liberal arts education and foundation social work courses with their practicum experiences. The practicum seminar is used for agency multi-level case analyses to assess the applicability and effectiveness of various theories and approaches, evaluate social policies and their effects on service delivery, identify and evaluate agencies’ use of research findings on service implementation, and evaluate their interventions.

VII. COURSE LEARNING ENVIRONMENT
(See Current MSW Student Handbook)

A. Students with Disabilities or Physical Limitations
See Current MSW Student Handbook

B. Attendance
See Current MSW Student Handbook

C. Academic Honor and Honesty
See Current MSW Student Handbook

D. Writing Standards
See Current MSW Student Handbook

E. Evaluation
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F. Incomplete Grades
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G. Professional Behavior
See Current MSW Student Handbook

H. Confidentiality

Title IX: Confidentiality and Mandatory Reporting

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meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

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For Additional information on School of Social Work policy, see MSW Student Handbook.

VIII. ASSESSMENT OF STUDENT LEARNING AND GRADES

The field practicum course is graded credit/no credit
SWRK 648/658 Concentration Field Practicum – DL Format

I. COURSE DESCRIPTION
Prerequisites: MSW Concentration Year standing, advancement to degree candidacy, and concurrent enrollment in SWRK 641 or 642, 643, 653 and a thesis or elective course in the fall semester and concurrent enrollment in SWRK 652, 681 or 656, 654 or 655 and a thesis or elective course for the spring semester. The field education practicum provides 360 hours per semester of directed field learning for students in the concentration year of the MSW program. The hours are to be completed over the course of 15 weeks during each semester. If students are accumulating more than 24 hours per week arrangements should be made to flex their hours so that the practicum is not completed prior to the end of each semester.

II. PURPOSE OF THE COURSE
The Advanced Practicum provides the opportunity for students to apply and expand the knowledge, values and skills taught in the concentration year courses. In addition, students are expected to become skilled in critical self-reflection and the ability to constructively utilize consultation and supervision for understanding their limits, ethical scrutiny, professional growth and wellness.

III. MAJOR COURSE CONTENT OUTLINE
Students will be placed in field practicum settings for 24 hours per week. In addition they will attend a biweekly field seminar.

IV. MSW PROGRAM COMPETENCIES
See MSW Student Handbook

V. COMPETENCIES for SWRK 648

<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>EPAS Competency #</th>
<th>Practice Behaviors</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>1. knowledge of the laws and policies relevant to social work practice in rural and urban settings</td>
<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>A. Analyze, formulate and advocate for policies that advance social well being B. collaborate with colleagues and client systems for effective policy action</td>
<td>Weekly Journal</td>
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<tr>
<td>2. knowledge of various theoretical frameworks used in multi-level practice with families, children, youth and older adults across the lifespan</td>
<td>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>A1. Substantively and effectively prepare for action with client systems.</td>
<td>Weekly Journal Case Presentation</td>
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<tr>
<td>3. ability to assess, plan, and intervene while practicing with individuals, families and groups from diverse cultural and ethnic backgrounds in need</td>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>C. Recognize and communicate their understanding of the importance of difference in shaping life experiences D. view themselves as learners and engage those with whom they work as informants</td>
<td>Weekly Journal</td>
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<tr>
<td>4. ability to use the diagnostic and statistical manual of mental disorders and other approaches for assessment</td>
<td>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>B2. Assess client strengths B1. collect, organize and interpret client data B3. develop mutually agreed-on intervention and goals and objectives to enhance client capacities</td>
<td>Weekly Journal Case Presentation</td>
</tr>
<tr>
<td>5. ability to develop intervention plans based on the results of evaluation and/or research for evidence based practice</td>
<td>2.1.6 Engage in research-informed practice and practice-informed research</td>
<td>A. Use practice experience to inform research. B. Use research to inform practice</td>
<td>Weekly Journal Case Presentation</td>
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<tr>
<td>6. ability to take a leadership role in identifying unresolved issues or needs in various practice settings</td>
<td>2.1.9 Respond to contexts that shape practice</td>
<td>B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>Weekly Journal</td>
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<td>7. ability to promote collaborative efforts to advocate for and implement policy and/or procedural changes to promote social and economic justice</td>
<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>A. Analyze, formulate and advocate for policies that advance social well-being B. collaborate with colleagues and client systems for effective policy action</td>
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<td>8. ability to use instruction and supervision for professional growth, self reflection and development of professional boundaries</td>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
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<td>9. ability to practice ethically, based on the values of the social work profession, and to resolve ethical dilemmas appropriately</td>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>C. Tolerate ambiguity in resolving ethical conflicts D. apply ethical reasoning to arrive at principled decisions</td>
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<td>10. understanding of the need for lifelong professional development through continuing education</td>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>E. Engage in career long learning F. use supervision and consultation</td>
<td>Weekly Journal Student Self Assessment</td>
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<td>11. ability to evaluate practice interventions at micro, mezzo, and macro levels</td>
<td>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>D1. Critically analyze, monitor and evaluate interventions with client systems</td>
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<td>12. knowledge of administrative functions in human service organizations</td>
<td>2.1.9 Respond to contexts that shape practice</td>
<td>A. Attend to changing locales, populations, developments and emerging trends</td>
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<td>13. ability to utilize results of evaluation and/or research to improve their practice effectiveness, and the overall effectiveness of the agency in achieving its mission</td>
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**VI. INTEGRATION WITH OTHER COURSES**
The advanced field education practicum provides student opportunities to apply and integrate knowledge, skills and values gained during the foundation year to strengthen their ability to
practice autonomously as advanced generalist practitioners. The Advanced Practicum Seminar is used for agency multi-level case analyses to assess the applicability and effectiveness of various theories and approaches, analyze policies and promote those that have positive effects on service delivery, use research findings in their social work practice with multiple systems, and evaluate their interventions. Additionally, students apply supervisory and administrative skills and knowledge gained during the concentration year to move from case advocacy to cause advocacy.

VII. COURSE LEARNING ENVIRONMENT

A. Students with Disabilities or Physical Limitations
   See Current MSW Student Handbook

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   See Current MSW Student Handbook

C. Academic Honor and Honesty
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VIII. ASSESSMENT OF STUDENT LEARNING AND GRADES

Field Practicum courses are graded credit/no credit
I. COURSE DESCRIPTION
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III. MAJOR COURSE CONTENT OUTLINE
Students will be placed in field practicum settings for 24 hours per week. In addition they will attend a biweekly field seminar.

IV. MSW PROGRAM COMPETENCIES
See MSW Student Handbook

V. COMPETENCIES for SWRK 648

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VI. INTEGRATION WITH OTHER COURSES
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VII. COURSE LEARNING ENVIRONMENT

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VIII. ASSESSMENT OF STUDENT LEARNING AND GRADES

Field Practicum courses are graded credit/no credit
FIELD SEMINAR

All students are required to attend and participate in field seminars facilitated by their field liaison. Field seminars provide opportunities for students to apply social work knowledge, skills, values, and ethics with respect to their field-based agency practice. It is a mechanism that bridges all curriculum sequences: HBSE, policy, research, methods, and field education. The seminars provide students with educational and administrative support, increase communication between student and liaison, and provide opportunities for problem-solving, case conferencing, and professional development.
FORMAL AGREEMENTS AND SELECTION OF PRACTICUM SITES

Formal Agreements
We consider agencies as our partners in educating students. This partnership exists both on paper and in practice (See “Forms”). To become a practicum placement site, the University requires a contractual relationship with an agency. The University’s Contracting Services Division provides a “Student Placement Agreement” that spells out the conditions of practicum placements. This is a five-year contract between the director of the agency and CSU, Chico, signed by the Director of the School of Social Work, the Dean of the College of Behavioral and Social Sciences, and the Provost. The second formal agreement is the “Learning Contract” that describes the student’s objectives and learning activities for the practicum, which is developed and signed by the student, AFI, and Liaison. A third formal agreement is the Employment-Based Internship Proposal which is signed by the director, the Director of Field Education, agency director, AFI, Liaison and the student. This agreement is required when students apply to use their employment as a practicum site.

The field education program requires that agencies be able to provide certain learning assignments in order for students to meet educational goals and objectives. Because the program is designed to prepare students for advanced generalist practice, an agency must offer learning assignments that include opportunities for students to work with individuals, families, groups, organizations, and communities (e.g., collaboratives, systems of care). To support the student, the agency, and the AFI, a faculty member (Liaison) is assigned to every student in placement.

Selection of Agency
The field education program places students in a variety of social service agencies located in the University’s twelve-county service region. Priority is given to student placements with public and non-profit agencies providing services to children, youth and families, and in the field of mental health services. Several placements are in community behavioral health settings, public child welfare, health related services, residential care and shelters, and school social work.

Agencies are selected for their ability to provide quality instruction, commitment to collaborative participation in professional education, and commitment to client and community service. Priority is given to agencies involved in formal collaborative relationships with other human service systems and agencies providing integrated services to diverse populations.

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Agency administrative support is a valued and necessary component of the practicum. Agency administrators demonstrate their commitment to professional education by signing the Service Learning Agreement and ensuring that the placement meets BSW/MSW program standards. The AFI’s job responsibilities are adjusted to make time available for student instruction and supervision. Necessary resources, such as space, clerical support and field transportation, are also provided.

In determining the suitability of an agency for field placement, the Director of Field Education assesses an agency’s interest and long-term commitment to the field education program. During preliminary discussions with the agency, the following areas are considered: auspices, target population served, nature and scope of services provided, size of social work staff, extent of community involvement, linkages with other agencies, standards of practice, availability of qualified staff for field instruction,
facilities for students (e.g. space, telephone, etc.), and the willingness of the agency's administration to support the field education program so that practicum meets the purpose and course objectives for all practicum courses.

The Director visits a potential agency and meets with the agency contact person and potential agency field instructors. The purpose of the agency visit is to determine whether the agency meets the criteria (see below). The agency contact person is asked to complete an agency profile form and forward it to the School of Social Work. This form is used to determine agency compliance with standards. Once it is determined that an agency is satisfactory, the University sends a Student Placement Agreement for signature. The agreement is valid for five years, and must be reviewed and renewed at its expiration.

Criteria used in evaluating an agency’s suitability for use as field education settings are as follows. The agency:

- is able to provide a comprehensive range of learning experiences involving all size systems of intervention, particularly collaborative multi-agency systems of care;
- has a philosophy of service and practice compatible with the educational objectives of social work;
- practices are consistent with the NASW Code of Ethics;
- is able to provide students exposure to diverse client populations with particular emphasis on cultural and ethnic diversity and under-served oppressed groups;
- is in compliance with Title IV of the Civil Rights Act of 1964; and in the delivery of services, no person shall be excluded from participation or denied benefits, or is otherwise subjected to discrimination under any program or activity of that agency or center on the basis of race, color, or national origin;
- maintains a working and learning environment free from discrimination and harassment of students and employees (see “University Policies” in Appendix);
- has a respected standing by the professional community;
- is committed to the philosophy and mission of the School of Social Work and the BSW/MSW program, including the purpose and objectives of SWRK 489/90, 631/32, and 648/58;
- maintains sufficient staff to support the service mission of the agency without reliance on students;
- has sufficient staffing resources to provide a qualified field instructor or agrees to other supervision arrangements as required;
- agrees to sign a Service Learning Agreement with the University.

Agencies may require students to maintain malpractice insurance during their practicum. To ensure proper risk management protocol, the School of Social Work suggests all agencies consider (if such a procedure is not already in place) requiring a criminal background check of students. As an educational institution, we are unable to initiate criminal background checks; students enrolled in the Title IV-E Child Welfare Stipend Project are an exception.

Selection of Field Instructor
As the student’s teacher and supervisor in the placement site, the AFI instructs, supervises, provides ongoing feedback, and assesses student acquisition of knowledge, skills, and values. Field instructors are selected for the quality of their field instruction and commitment to educational standards of the BSW/MSW program. The BSW/MSW program looks for the following qualifications when selecting a field instructor:
- BSW/MSW from an accredited program;
- two years post-grad experience in social services;
- commitment to be available for the full term of the practicum;
- knowledge and practice competence related to integrative practice and the student’s concentration.

All potential field instructors complete a vitae form, which provides information on the person’s academic background and work experience. The Director reviews this information to ensure that all field instructors meet the requirements listed above.

Agencies who do not have an on-site BSW/MSW Field Instructor may qualify as a placement site if off-site supervision can be arranged and an on-site task supervisor assigned.

**Field Instructor:**
Agency Field Instructor (AFI) is the social worker in the Agency who provides learning experiences and weekly supervision for students, as well as facilitating and writing formal evaluation of the student’s performance. An off-site BSW/MSW Field Instructor may also be assigned with school approval.

**Task Supervisor:**
In agencies where the field instructor is located off site, students will be assigned a task supervisor. Task supervisors are members of the agency service delivery team. The task supervisor is provided with information about the curriculum objectives for students, the specific learning objectives that he/she will be providing to the student, and a clear understanding of their participation in the evaluation process. The task supervisor will be responsible for assigning day-to-day tasks which students will be involved in to meet specific learning objectives. The designated off-site field instructor maintains overall responsibility for the student’s placement experience and is accountable for the required evaluations, meetings with the liaisons, etc.

**Field Instructor Orientation**
Field instructors should complete the three-hour Field Instruction Orientation before supervising a student. Eight hours of field instruction training should be completed every two years. CSU, Chico School of Social Work offers online Field Orientation modules for agency field instructors who are not able to attend face-to-face orientations. Please access these orientation modules at [http://www.csuchico.edu/swrk/programs/field/afi-resources.shtml](http://www.csuchico.edu/swrk/programs/field/afi-resources.shtml).

The Director provides orientation for field instructors prior to placing students in agencies. The orientation introduces the field instructor to the BSW/MSW curriculum and the University’s academic policies. It also prepares them to carry out educational assessments, determine student’s learning styles, prepare educational contracts, supervise students, use classroom assessment techniques, evaluate the progress of learning, and write student evaluations.

**Policy on Off-Site Field Instructors**
Under certain circumstances the field education program may permit the use of a faculty member or other off-site BSW/MSW to provide field instruction for a student placed in an agency with no
BSW/MSW on staff. In addition to meeting the requirements for being an AFI, off-site field instructors must have:

- one year of work experience in an agency or service setting similar to the placement site;
- completed a field instructor orientation offered by the MSW program prior to assuming off-site supervision;
- volunteer agreement signed between the off-site AFI and the placement agency assigning the off-site AFI field instruction responsibilities.

Off-Site Field Instructors will be expected to carry out the following responsibilities:

- availability to meet with the student every week for a minimum of one hour of supervision;
- availability to meet with the student and the on-site task supervisor at least once a month;
- take primary responsibility for ensuring the learning plan and required evaluations are completed.

If an off-site field instructor is not available the School of Social Work shall provide the required BSW or MSW student supervision through the use of full time faculty members volunteering to provide the supervision or adjunct faculty members who have been hired to provide individual or group supervision.

**Policy on Paid Field Placements**

Paid field placements are appreciated by the Social Work department and the students. A paid placement may be offered to a student in an agency where the student is not already an employee. The student’s assignments and supervision must be educationally focused, rather than centered on agency services.

**Policy on Employment-Based Placements**

School of Social Work policy requires that all practicum placements maintain a primary focus on the education and development of the student as a social worker. To ensure this, students should experience and be exposed to a broad variety of social work practice experiences in the MSW program. Therefore, using a student’s place of employment as a practicum site is not encouraged. Students may, however, use their place of employment as a practicum site under certain circumstances which may include, but are not limited to:

1. economic hardship for the student;
2. lack of other available placements in the area where the student resides;
3. agency hardship;
4. loss of a social work position in a rural community should the student relinquish their employment.

The Council on Social Work Education (CSWE) standards requires that we maintain the educational focus of the field experience and differentiate between job and practicum activities. The option of using the student’s place of employment as the practicum site is considered on an individual basis by the Director to insure that students receive a variety of field experiences and supervision during their practicum.

**General Guidelines for Student Placement in Employing Agency**

- The student’s AFI would not be the administrative supervisor for the student in their job.
• Learning experiences for the student would be available in a unit of the agency which is
different from the area where the student functions as an employee. Fieldwork assignments
must be clearly delineated and separate from employment responsibilities so that they consist
of different tasks and are located in a different program or division. It is also recommended that
the clients served are different than those served in the student’s job assignments.
• The agency must be an approved Field Instruction site (see “Selection of Agency”).
• The proposed AFI must meet the criteria established for all other field instructors (see “Selection
of Agency Field Instructors”).
• The fieldwork assignments must be specifically related to the field instruction course objectives.
• Field instruction assignments and supervision must be educationally focused rather than
centered on agency services. The Learning Contract must have substance that reflects learning
opportunities that go beyond the student’s present work scope.
• The student must have release time for field supervision.
• In such a placement setting, the agency and the student must complete a “Proposal for Agency
as Employment as Field Practice Site” and the student must sign an Employment Waiver
indicating the student grants permission to the placement agency to notify CSU, Chico School of
Social Work when she/he has been terminated from their employment and field placement and
the reasons for that termination. The agency must agree that on the days of practicum, the
expectations for the student will be guided by the Field Education Handbook, not routine agency
standards.

Any plan for such a placement is implemented well in advance. It is necessary that such placement
requests be discussed with the Director of Field Education before the student applies for a placement
site.

To request such a placement, the student first completes an application for a placement and discusses
the appropriateness of the placement with the Director. If the preliminary discussion suggests that a
placement at the student’s place of employment may be appropriate and feasible, the student then
provides the Director with:

- A proposal for employment-based placement, describing how the practicum assignments will be
  separate and distinct from work assignments, including the identification of the days and hours
  of the practicum. These hours must be scheduled at a minimum of 4 hours at a time, although 8-
  hour blocks are preferred, to provide the best educational experience. This plan will be included
  later in the Learning Contract between the student and the agency field instructor.
- Students will also be required to sign an employee waiver indicating that if the student is
  terminated from their employment and subsequently their field placement, the agency will
  notify the School of Social Work of the termination and provide the circumstances for which the
  employee/student was terminated.

If the proposal is approved by the Director, she will discuss the proposal with the AFI to assure there is
agreement on the conditions of the paid practicum. If the proposal is not approved, the Director of Field
Education will work with the student to find another placement.
ROLES AND RESPONSIBILITIES

Director of Field Education

The Director is a full-time faculty member who is responsible for the following activities:

1. Overall orientation, coordination and integration of the field education program.
2. Develop, participate in, and implement a continuous comprehensive field education program evaluation.
3. Recruit qualified placement agencies for student practicum.
4. Maintain files on field education internship agreements and letters of understanding.
5. Participate, when necessary, in the resolution of problems occurring in the placement.
6. Prepare and maintain the practicum directory and field database containing current agency information.
7. Plan and implement training seminars for agency field instructors.
8. Plan and facilitate the meetings with Field Liaisons.
9. Facilitate the Field Education Advisory Committee meetings each semester.
10. Attend Social Work Advisory Board meetings.

Field Liaison

The Field Liaison (Liaison) is a member of the social work faculty who schedules ongoing contacts with students and AFIs for assessment of practicum performance and provision of supportive services and resources. These contacts will include at least one visit to the agency per semester (more if needed) and regular phone contact. The Liaison will serve as a link to the AFI and student in terms of regular contacts and as a first-line of contact if problems arise. The Liaison also works with the student and AFI in facilitating the Learning Contract and evaluating the student. The Liaison will also participate in program development and evaluation, including regular meetings with the Director of Field Education. The following are the overall responsibilities of the field liaison:

1. Serve as a major link among the agency, the AFI, the student, and the Social Work program.
2. Provide ongoing consultation and support for the AFI in order to enhance the practicum experience and integration of classroom learning with practicum experiences.
3. Participate in the development of and regularly review the Learning Contract.
4. Meet with the AFI and the student in the agency at least once per semester in order to review the Learning Contract, explore learning opportunities and assess the student’s performance.
5. Make regular telephone contact to effectively monitor the placement and provide support to the AFI.
6. Keep regular office hours.
7. Submit the grade for the practicum, based on the AFI’s evaluations and participation in the Field Seminar.
8. Keep appropriate professional boundaries.
9. Promote and maintain respectful, professional and culturally sensitive relationships with the students.
10. Collaborate with the Director in overall evaluation of the field education program, including planning field education training seminars for AFIs.
11. Participate in the meetings and training sessions scheduled by the Director of Field Education.
Agency
The placement agency shall:

1. Maintain agency facilities used for field placements in such a manner that they shall be available to the student and AFI when needed.
2. Assure that staff is adequate in number and quality to provide field instruction and to ensure continuous management of the student program in cooperation with the Director.
3. Provide the resources necessary for an educationally-focused field practicum in accordance with policies and procedures of the School of Social Work.
4. Provide office space, telephone access, supplies, and other materials to enable a student to function effectively in their placement.
5. Designate qualified AFIs.
6. Modify the schedule of the designated AFIs to allow adequate time for student supervision, field instructor meetings, training and orientation.
7. Adhere to policies and practices reflecting nondiscrimination applied to clients, staff, and students.
8. Orient and introduce agency staff to BSW/MSW students, and to the role of the student in the agency.
9. Notify the Director and the AFI in advance of any change in the agency’s personnel appointments, which may affect the student field education program.
10. The agency agrees to provide the student with safety training to insure the student is well informed of all safety issues & agency procedures.

Agency Field Instructor
Agency Field Instructors shall:

1. Provide an educationally-focused field work experience in accordance with policies and procedures of the School of Social Work, including the use of the learning contracts, educationally-based recordings, appropriate supervision, and assignment of appropriate learning experiences.
2. Provide an agency orientation to the student at the beginning of the placement period.
3. Develop and assist the student in preparing a Learning Contract during the first four weeks of placement.
4. Provide educationally-focused experiences and opportunities for student learning, based on the learning agreement objectives and action plans.
5. Complete and submit a written evaluation at the middle and end of each semester outlining the student’s progress and further learning goals and needs.
6. Meet with Liaison during the placement period to assess student progress and coordinate learning experiences.
7. Provide regular supervision for the student and be available for spontaneous consultation and/or supervision as needed.
8. Be available in the agency during the field work hours when the student is present and arrange for back-up supervision when necessary.
9. Maintain communication with the assigned Liaison or coordinator regarding student performance, potential difficulties or areas of concern, or changes in the agency which impact field work or the student.
10. Participate in agency field instructor orientation and training seminars, and other field-related activities.
11. Provide feedback about the field education program by completing the *Evaluation of Field Education Program* at the end of each academic year.

**Agency Task Supervisor**

Task Supervisor shall:

1. Provide an educationally-focused field work experience in accordance with policies and procedures of the School of Social Work, including the use of the learning contract and assignment of appropriate learning experiences.
2. Meet with the off-site BSW/MSW Field Instructor during the placement period to assess student progress and coordinate learning experiences.
3. Be available for spontaneous consultation and/or supervision as needed.
4. Be available in the agency during the field work hours when the student is present and provide backup supervision when necessary.
5. Maintain communication with the off-site BSW/MSW Field Instructor regarding student performance, potential difficulties or areas of concern, or changes in the agency which impact field work or the student.

**School of Social Work**

The School of Social work shall:

1. Conduct a field education program in the field of social work in conformity with all applicable statutes and regulations of the State of California and the United States, and in keeping with the NASW Code of Ethics for the social work profession.
2. Establish practicum placement sites and coordinate the process of placing students accepted into field education courses.
3. Insure that the agency is provided adequate opportunity to interview and determine the appropriateness of interested students before any student is assigned to the agency.
4. Orient practicum students, personnel who serve in the capacity of agency field instructors, and agency representatives to field education requirements, policies and procedures.
5. Expect social work students and agency field instructors to abide by the NASW Code of Ethics.
6. Designate a member of the School of Social Work to serve as a Liaison between the University and agency.
7. Monitor and facilitate the student’s learning in the practicum by the use of a learning contract; by providing a regularly scheduled process, such as a seminar, to promote integration of academic learning and agency-based practice experience by the student; and by offering technical assistance and problem solving as needed or at the request of the student or agency.

**Student**

The primary responsibility is to the student’s own learning and professional development through the learning opportunities provided in the field setting and in accordance with the Code of Ethics. The field practicum experience comprises the learning activities agreed to by the AFI and student and documented in the Learning Contract. The following are also responsibilities of the student:
1. Students are responsible for meeting agency criteria for placement such as medical screening, criminal history, etc.
2. Students are responsible for their transportation to and from the agency.
3. Adhere to assigned agency’s personnel practices, policies, and procedures, which includes adhering to the agency’s workday hours and dress code.
4. Absences from regularly scheduled field work days must be approved by the student’s AFI. If a student is absent for any reason, including sickness or time off for a religious observance or professional conference they will not be required to make up those hours as long as the student completes a minimum of 224 hours per semester for BSW and MSW Foundation year and 336 hours per semester for MSW Concentration year. If an agency has approved a professional training and requests the student to attend, those hours may count towards the practicum requirement.
5. Develop a schedule which requires them to be at the placement agency 16 hours per week (BSW/Foundation Year) and 24 hours per week (Concentration Year) for the entire 30 weeks, covering two semesters. Any deviation from this should be discussed with the Liaison.
6. Identify themselves as student trainees to clients/consumers either verbally or through the use of name tags, except in emergency situations where it is clinically contraindicated as determined by student and AFI.
7. Student placement and performance in an agency is neither private nor confidential, even if the student is in an employment-based practicum setting. AFIs are considered adjunct faculty and thereby entitled to receive and share with the social work faculty information pertinent to the student’s educational experience.
8. Work collaboratively with AFI to develop the learning contract and submit it to their Liaison by week three of the practicum.
9. Complete the Student Self-Assessment of Performance prior to their Liaison’s last visit to the placement.
10. Complete the Student Evaluation of the Practicum Experience prior to the end of the placement.
MONITORING AND EVALUATING OF THE FIELD EDUCATION EXPERIENCE

Methods designed to monitor and evaluate the field education experience occur in two primary formats:

Field Education Advisory Board
The Field Education Advisory Board is composed of past and current field instructors. Members agree to meet a minimum of two times each year to offer ongoing feedback and guidance to the Field Program new and existing policies and procedures. The committees offer suggestions related to current issues existing in the community and practice arena that need to be incorporated into the curriculum.

Outcome Surveys
Field Program outcome surveys are distributed at the end of each academic year to be completed by the student and Agency Field Instructor. Analysis of this information is incorporated into the annual report and used for curricular revision as necessary.
STUDENT PLACEMENT PROCESS

Placements are assigned by the Director of Field Education and BSW Field Coordinator after considering student preferences, educational needs and agency capacity. Students remain in their assigned placement for both the fall and spring semesters.

The procedure for securing a field practicum is as follows:

1. All students will complete a field practicum application.
2. Students will meet with either the BSW field coordinator or the Director of Field Education to identify agencies to complete two placement interviews.
3. The student will contact the agencies to set up the interviews and upon completion of the interviews will notify the School of their first and second preference.
4. Agencies will also be asked to report back to the school whether or not they are willing to accept a student for placement. If an agency is not willing to accept the student for placement due to a limited number of intern positions available in their agency a third placement interview will be offered to the student.
5. When there is agreement between the agency, student and school a placement will be assigned for the student.

Policy regarding unsuccessful placement interviews:

**Students are not guaranteed a field placement.** If two agencies inform the school they are not willing to provide a placement for a student based on behaviors, attitudes, professional concerns observed during a placement interview students will not be provided a third interview option and will be referred to the BSW or MSW Program Director to consider options available to them. The possible outcomes of such a meeting are as follows:

- The student may be advised to extend their academic program another full year and pursue a placement the following year. In the interim the student may be advised to volunteer at a social service agency to gain more experience and understanding of the social work profession; or seek personal counseling to address personal or life circumstances that may be contributing to student’s inability to present well in an interview.
- If a student delays their academic program and returns the following year to pursue a field practicum placement the above process will be completed again. If a second unsuccessful placement process occurs no further action will be taken by the School to place the student and a recommendation will be made to the BSW or MSW Program Director that the student be dismissed from the program. Every effort will be made to help the student identify a more appropriate profession for him/her and a referral to the university’s career counseling center will be offered.

Additional policies pertaining to field practicum:

1. MSW students must successfully complete the foundation year field practicum prior to interviewing and being assigned a concentration year practicum.
2. If a student is terminated from their field practicum or receives no credit they will be referred to the Student Review Committee to determine whether they can return the following year to repeat the field practicum course. If they are permitted to repeat the field practicum course
and are unsuccessful a second time no further action will be taken by the school to place the
student in a field practicum. The inability to successfully complete a field practicum will result in
the student’s dismissal from the program.

3. Educational leaves: the field status of students who have requested an educational leave during
the academic year will be assessed on an individual basis. Students need to be aware that one-
semester placements can be very difficult to secure.

**Criminal Convictions**
The School of Social Work expects students with prior felony or misdemeanor convictions to inform the
Director of Field Education or BSW Field Coordinator of such convictions prior to placement. Most
agencies will require some form of criminal background check prior to accepting a student for
placement. In most cases, agencies pay for these checks. However, if an agency is not able to pay for
these additional requirements, payment is the responsibility of the student. Students with any record of
criminal conviction should discuss with the Field Director or BSW Field Coordinator the specifics of the
conviction, so that the student may be referred to a placement with background criteria that can be
more likely met by the student. During the field placement interview, students are advised to be open
with prospective field instructors about any criminal background that might act as a barrier to
placement.
WRITING THE LEARNING CONTRACT

Purpose
The learning contract is intended to create an educationally focused practicum. The learning contract is an agreement between AFI, the agency, the student, and the School of Social Work. Adult education theory emphasizes the importance of the teacher and student sharing responsibility for quality and content of the learning experience. It is, therefore, recommended the learning contract be developed collaboratively by the student, AFI, and liaison, as it defines the work they will be doing together over the course of the semester. The contract is to be completed within the first five weeks of the semester, and it should be based on learning objectives of the course (i.e. SWRK 489/490A&B, 631/632 and 648/658). The contract must include what experiences and responsibilities the student will have related to social work with individuals, families, groups, organizations, and communities.

We recognize that agencies and programs may not be able to accommodate practice opportunities in all areas of generalist social work. For example, some students will have an abundance of opportunities to facilitate groups, develop an agency newsletter, attend regular staff meetings, conduct home visits, lobby for a proposed bill, and so on. Other agencies may not be able to offer these experiences but are rich in opportunities to perform crisis work, outreach, residential or milieu therapy. Therefore, the agency setting and mission will influence each student’s learning contract. If it is not possible to provide a complete generalist social work practice experience through placement in one agency, the AFI should arrange for the student to spend some hours in a second program or agency to obtain the appropriate learning experiences. It is essential the student have a combined direct and indirect social work experience. The liaison can offer resources to help fulfill this requirement.

The learning contract is to be used as a guide, including timelines for initiating and exposing the student to specific learning experiences. It may need to be modified as the placement progresses and the student’s needs or agency’s opportunities change. Any changes to the learning contract should be noted in writing on the evaluations (mid-term and final).

Learning activities are specific activities which help the student achieve the program objective. Frequently these activities identify readings, observations, practice situations, or consultations the student should seek out in order to accomplish their objective. It is important to be mindful of the student’s learning style and choose activities which utilize their strengths as well as challenge them. Again, using the above example, learning activities might include reading a specific article on theories of addiction pertaining to women, attending a training on substance abuse treatment for women, planning and facilitating a recovery treatment group for women, carrying three individual cases of women with substance abuse issues, providing case management services for two women with substance abuse issues and their families, etc. All of these activities should have timelines defining when the activity would occur.

The following areas should be considered when identifying learning activities for the learning contract:

Agency Orientation  Social Work Practice Skills
Social Work Values & Ethics  Professional Use of Self
Questions and considerations when beginning to write the learning contract

Development of a Learning Contract involves comparing learning needs, goals, and interests with educational opportunities available in the practicum placement. The contract itself is focused on outcomes (including core competencies) the student is striving to achieve during their practicum. Before beginning to write, it is essential that students are familiar with practicum requirements and the agency’s expectations. The student will want to carefully review the practicum syllabus and performance standards for SWRK 489/490A&B, 631/632, or SWRK 648/658. As a starting point, begin by forming a list of essential “building blocks” to provide structure for learning contract goals, objectives, and outcomes. The following questions and considerations will facilitate this process:

- What **SKILLS** will I need to build on? Identify 5-10 social work skills, choosing 3-5 to build into the objectives.
- Is there a **THEORY** central to the practicum work that I need to learn? Discuss theories and methodologies applied in the agency with the AFI.
- What **SERVICES** will be offered to individual clients? Families? The Community? (assessments, social summaries, group work, family therapy, home visits, advocacy, writing a policy manual, convening an advisory board, facilitating a focus group, etc.)
- What Social Worker **ROLES** will this setting engage in? What will I learn? (Refer to field evaluation tools for ideas of social worker practice roles.)
- How can my **SUPERVISION** time best be used? What areas can be built on? What structure or tools will facilitate this: Agenda? Process recording? Studio taping? What has the AFI suggested?
- How will **CROSS-CULTURAL COMMUNICATION** be addressed in this setting? What will I learn or be reflecting on during the practicum experience. What areas do I need to develop as a knowledge base in order to work effectively with this population?
- What **ETHICAL** and **POLICY** issues may arise in this field placement? What ethical issues emerge for social workers practicing in this agency? Are there policy considerations or constraints the agency faces? How will the next legislative session impact the agency? Clients? Community? What opportunities exist for systems change? Advocacy?
- What **TOOLS** are available to maximize my learning experience? Many learning tools and resources are available, such as process recording, case studies, literature reviews, audio/video taping, clinical assessment tools and measures. You may even want to design your own clinical or outcome measure to evaluate progress and learning during the placement. An example of a journal writing format and process recording are included in the appendix.

The BSW/MSW Learning Contract templates can be accessed on our website: [http://www.csuchico.edu/swrk/programs/field/studentresources.shtml](http://www.csuchico.edu/swrk/programs/field/studentresources.shtml)
Sample Learning Contract – Foundation/BSW

Student Name: [Enter Name]
Academic Year: [Enter Year]
Foundation/BSW

Placement Agency Name: [Enter Name]
Agency Field Instructor: [Enter Name]
Phone: [Enter Phone]
Field Liaison: [Enter Name]
Phone: [Enter Phone]

Weekly Schedule for Practicum Hours:

Total Hours: This practicum involves a total of _________ hours to be completed between _________________ and _______________ (specify dates). Practicum hours must be scheduled relatively evenly each week throughout the academic term. No time should be scheduled during university holidays or semester breaks unless approved in advance by the Field Liaison and/or Director of Field Education. BSW students may complete a maximum of 16 hours per week. If circumstances require a student to increase the maximum number of hours allowed per week written permission must be obtained from both the Agency Field Instructor and Faculty Field Liaison.

Supervisory Meetings: A weekly supervisory meeting between the student and the agency field instructor will be scheduled on _______________ (day) at __________ (specify time).

Terms and Conditions:

1. The Learning Contract must be completed by the assigned due date in the course syllabus- no exceptions.
2. This Learning Contract may be revised with the consent of all parties. Revisions must be in writing and signed by the Agency Field Instructor, Field Liaison, and student. The Learning Contract should be periodically reviewed during the practicum to determine whether revisions are necessary.
3. The parties agree to adhere to the established policies and procedures of the BSW Field Education Program. These are described in the BSW Field Education Handbook. The Director of Field Education may be contacted for updates and to address any questions that arise pertaining to policies and procedures related to the MSW practicum.

The following competencies and corresponding practice behaviors have been established by the Council on Social Work Education and will serve as learning objectives. Please list three to five learning activities under each competency that will facilitate the student’s professional development.
in each of these areas. Refer to the practice behaviors listed under each competency to identify learning activities that will help students develop knowledge and skills for each competency area.

2.1.1 Students identify as a professional social worker and conduct oneself accordingly.
In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Attends well to professional roles and boundaries
- Demonstrates professional demeanor in appearance
- Demonstrates professional demeanor in communication
- Uses supervision and consultation effectively
- Practices personal reflection and self-correction to assure continual professional development
- Demonstrates ability to interact positively with clients, colleagues and supervisors
- Demonstrates ability to assume responsibility for own learning and seeks out opportunities/activities to foster professional growth
- Plans, prioritizes and manages work assignments effectively

<table>
<thead>
<tr>
<th>Learning Activity/Task To Be Assigned</th>
<th>Expected Completion Date</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review agency organization chart and agency policies and procedures manual</td>
<td>9/30/17</td>
<td>Describe agency structure, services &amp; policies in supervision</td>
</tr>
<tr>
<td>Attend weekly supervision and prepare agenda</td>
<td>Weekly</td>
<td>Review supervision agenda weekly</td>
</tr>
<tr>
<td>Arrive at placement site no later than 8:30am, dressed business casual</td>
<td>Daily</td>
<td>Provide Supervisor weekly time log</td>
</tr>
<tr>
<td>Attend and appropriate participate in weekly staff meeting</td>
<td>Weekly</td>
<td>Review staff meeting highlights in weekly supervision</td>
</tr>
<tr>
<td>Complete agency documentation with accuracy and in a timely manner</td>
<td>Daily</td>
<td>Review documentation at least monthly in supervision</td>
</tr>
</tbody>
</table>

2.1.2 Students apply social work ethical principles to guide professional practice.
In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:
● Recognizes and manages personal values in a way that allows professional values to guide practice
● Abides by the ethical standards of the profession
● Abides by laws relevant to social work practice
● Tolerates ambiguity in resolving ethical conflicts
● Applies strategies of ethical reasoning to arrive at principled decisions

<table>
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<tr>
<th>Learning Activity/Task To Be Assigned</th>
<th>Expected Completion Date</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and Review SWRK Code of Ethics</td>
<td>10/15/17</td>
<td>Review with supervisor, seek clarification on any principles that are unclear</td>
</tr>
<tr>
<td>Research HIPPA laws that apply to agency</td>
<td>10/31/17</td>
<td>Be able to explain HIPPA to Supervisor</td>
</tr>
<tr>
<td>Participate in three individual meetings with clients and journal about personal values they were aware of experiencing</td>
<td>11/15/17</td>
<td>Share journal with supervisor and differentiate personal values from professional values</td>
</tr>
</tbody>
</table>

2.1.3 Students apply critical thinking to inform and communicate professional judgments.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:
● Uses critical thinking to address client concerns
● Demonstrates good assessment skills
● Demonstrates good problem solving skills
● Demonstrates good data gathering skills
● Uses critical order thinking to evaluate complex material
● Integrates multiple sources of knowledge, including research based knowledge and practice wisdom in problem solving
● Demonstrates effective oral communication in working with individuals, families, groups organizations, communities and colleagues
● Demonstrates effective written communication in working with individuals, families, groups, organizations, communicates, and colleagues

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<tbody>
<tr>
<td>Identify practice models promoted by agency</td>
<td>11/15/17</td>
<td>Discuss agency practice models with supervisor and review other models introduced in swrk curriculum</td>
</tr>
</tbody>
</table>
Observe 3 agency staff completing client assessments 11/15/17 Discuss skills observed with supervisor

Complete at least one psychosocial assessment on individual client 12/15/17 Present oral case presentation to supervisor reviewing data gathered in psychosocial assessment. Discuss what student might do differently with next assessment

2.1.4 Students engage diversity and difference in practice.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrates the ability to work comfortably with persons who are different from self
- Demonstrates an awareness of socio-political and economic issues affecting clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation
- Demonstrates self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power
- Seeks to understand the clients’ culture and identity through questioning and observation
- Identifies intervention strategies that are congruent with the culture and identity of the client

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<tr>
<td>Research three articles relevant to diversity that affects client populations served by the agency</td>
<td>11/30/17</td>
<td>Review articles with supervisor</td>
</tr>
<tr>
<td>Attend diversity awareness training offered by agency</td>
<td>12/1/17</td>
<td>Review training with supervisor</td>
</tr>
<tr>
<td>Student will record personal reactions, cultural practices observed while shadowing agency staff working with client population</td>
<td>12/1/17</td>
<td>Discuss observations with supervisor</td>
</tr>
</tbody>
</table>
2.1.5 Students advance human rights and social and economic justice.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrates understanding of the forms and mechanisms of oppression and discrimination
- Advocates for human rights and social and economic justice
- Analyzes the effects of policies on clients and on the delivery of service
- Identifies public policies that provide the mandate, funding, and boundaries for agency services as well as policies that govern service delivery

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<tbody>
<tr>
<td>Identify issues of oppression and discrimination observed with at least three client systems</td>
<td>12/1/17</td>
<td>Discuss the impact of oppression on client systems with supervisor</td>
</tr>
<tr>
<td>Identify cultural/social/economic needs of at least three clients systems when making referrals and match resources accordingly</td>
<td>12/15/17</td>
<td>Discuss referrals made and issues considered with supervisor</td>
</tr>
<tr>
<td>Attend at least one political event that will effect the agency’s services or population served</td>
<td>12/15/17</td>
<td>Discuss observations with supervisor and present outcome of event to staff</td>
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2.1.6 Students engage in research-informed practice and practice-informed research.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Uses practice experience to inform research
- Applies research findings to practice and, under supervision, evaluates practice interventions
- Uses research findings to improve practice, policy and social service delivery
- Is aware of and adheres to the values and ethical practices which govern research
- Demonstrates basic skills to evaluate their own practice

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<tr>
<td>Research and read three to five articles related to population served</td>
<td>12/1/17</td>
<td>Prepare one page bullet point summary of research and how it can inform practice with relevant population, review with supervisor</td>
</tr>
<tr>
<td></td>
<td>12/15/17</td>
<td>Review best practices with supervisor</td>
</tr>
</tbody>
</table>
Interview three agency staff and discuss best practices

Identify research activities utilized by agency for program evaluation 12/15/17 Discuss with supervisor

2.1.7 Students apply knowledge of human behavior and the social environment.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrates knowledge of human behavior in conducting assessments, planning, interventions and evaluation
- Demonstrates skill in completing bio psycho social spiritual assessments of the client or client system
- Demonstrates knowledge of social systems that promote or deter people in maintaining or achieving health and well-being

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<tr>
<td>Research three practice theories</td>
<td>12/15/17</td>
<td>Present summary of all three theories and discuss with supervisor how student will use information to inform practice</td>
</tr>
<tr>
<td>Utilize ecomap or genogram with at least three client systems to assess client context</td>
<td>12/15/17</td>
<td>Share ecomap or genogram with supervisor and provide overview of how student used it to inform assessment of client systems</td>
</tr>
<tr>
<td>Observe three to five assessments/intakes completed by other agency staff</td>
<td>11/30/17</td>
<td>Share observations with supervisor</td>
</tr>
<tr>
<td>Identify effective communication skills to use with diverse populations served by agency</td>
<td>10/15/17</td>
<td>Discuss skills identified with supervisor</td>
</tr>
</tbody>
</table>

2.1.8 Students engage in policy practice to advance social and economic well-being and to deliver effective social work services.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Implement policy practice interventions that integrate social work values, assess service effectiveness and demonstrate knowledge of child welfare mental health and older adult policies as appropriate to field setting
- Collaborates with colleagues and clients to implement effective policy change
• Understands the influence practice can have on policy development

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<tr>
<td>Attend agency advisory board meeting and record policies discussed</td>
<td>11/1/17</td>
<td>Share observation of meeting and policies discussed with supervisor</td>
</tr>
<tr>
<td>Read agency policy manual and develop understanding of policies impact on agency service delivery</td>
<td>11/15/17</td>
<td>Identify policies most relevant to agency service delivery and discuss with supervisor</td>
</tr>
<tr>
<td>Attend Legislative Lobby Days</td>
<td>4/15/18</td>
<td>Prepare summary of legislative bills lobbied for and share with supervisor and agency staff</td>
</tr>
<tr>
<td>Research any current legislation that will impact agency and prepare fact sheet regarding impact of legislation</td>
<td>3/15/18</td>
<td>Present summary and fact sheet to supervisor and staff</td>
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2.1.9 *Students respond to contexts that shape practice.*

• In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:
• Demonstrates ability to identify and use community resources to promote responsive, culturally competent, sustainable services
• Transfers knowledge and skill from one situation to another
• Learns from a variety of sources (peers, other agency staff, field instructor, task supervisors and consultants)
• Accepts and utilizes constructive criticism
• Responds to evolving organizational, community, and societal contexts at all levels of practice
2.1.10 Students engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Please indicate if the skills were demonstrated with one or more of the following client groups:

Individuals_______
Families_________
Groups__________
Organizations_____  
Communities_____

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrates use of empathy and other personal skills with client groups
- Develops mutually agreed upon focus of work and desired outcomes with client groups
- Effectively prepares for work with client groups
- Collects, organizes and interprets client data
- Assess client strengths and limitations
- Develop mutually agreed on intervention goals and objectives with client groups
- Selects appropriate intervention strategies, and uses various social work roles to intervene effectively with clients
- Initiates actions to achieve organizational goals
- Implements prevention interventions that enhance client capacities
- Help clients resolve identified concerns
- Negotiates, mediates an advocates for clients
- Facilitates transitions and endings with client groups
- Critically analyzes, monitors and evaluates interventions with client groups
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<tr>
<td>Shadow three staff members on home visit and observe engagement skills used</td>
<td>11/15/17</td>
<td>Share engagement skills observed with supervisor and role play using these skills</td>
</tr>
<tr>
<td>Demonstrate effective use of empathy and interviewing skills</td>
<td>11/1/17</td>
<td>Review client interactions with supervisor</td>
</tr>
<tr>
<td>Observe three to five agency staff completing client assessments</td>
<td>11/15/17</td>
<td>Debrief sessions observed with staff and with supervisor</td>
</tr>
<tr>
<td>Review five to ten client files, assessing for evidence of client goals and comparing with intervention plans</td>
<td>3/1/18</td>
<td>Review observations with supervisor</td>
</tr>
<tr>
<td>Research and read three articles on termination and transitions, identifying case transition and closure strategies</td>
<td>3/15/18</td>
<td>Review with supervisor</td>
</tr>
</tbody>
</table>

**Signatures:** The parties acknowledge their understanding and consent to this Learning Contract with their signatures below.

_______________________________________________________
Student

________________________________________________________________________
Agency Field Instructor

________________________________________________________________________
Agency Task Supervisor

________________________________________________________________________
Field Liaison
# Sample Learning Contract – Concentration Year

<table>
<thead>
<tr>
<th>School of Social Work</th>
<th>SAMPLE Learning Contract Concentration Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education Program</td>
<td></td>
</tr>
<tr>
<td>Chico, CA 95929-0550</td>
<td></td>
</tr>
<tr>
<td>Phone: (530)-898-5632 Fax (530)-898-5574</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.csuchico.edu">www.csuchico.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Academic Year:</th>
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</table>

| Placement Agency Name: | |
|------------------------| |

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<thead>
<tr>
<th>Agency Field Instructor:</th>
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<table>
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<tr>
<th>Field Liaison:</th>
<th>Phone:</th>
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</table>

**Weekly Schedule for Practicum Hours:**

**Total Hours:** This practicum involves a total of ________ hours to be completed between _____________ and _____________ (specify dates). Practicum hours must be scheduled relatively evenly each week throughout the academic term. No time should be scheduled during university holidays or semester breaks unless approved in advance by the Field Liaison and/or Director of Field Education. BSW students may complete a maximum of 16 hours per week. If circumstances require a student to increase the maximum number of hours allowed per week written permission must be obtained from both the Agency Field Instructor and Faculty Field Liaison.

**Supervisory Meetings:** A weekly supervisory meeting between the student and the agency field instructor will be scheduled on _____________ (day) at __________ (specify time).

**Terms and Conditions:**

4. The Learning Contract must be completed by the assigned due date in the course syllabus- no exceptions.

5. This Learning Contract may be revised with the consent of all parties. Revisions must be in writing and signed by the Agency Field Instructor, Field Liaison, and student. The Learning Contract should be periodically reviewed during the practicum to determine whether revisions are necessary.

6. The parties agree to adhere to the established policies and procedures of the BSW Field Education Program. These are described in the BSW Field Education Handbook. The Director of Field Education may be contacted for updates and to address any questions that arise pertaining to policies and procedures related to the MSW practicum.

The following competencies and corresponding practice behaviors have been established by the Council on Social Work Education and will serve as learning objectives. Please list three to five **learning activities** under each competency that will facilitate the student’s professional development in each of these areas. Refer to the practice behaviors listed under each competency to identify learning activities that will help students develop knowledge and skills for each competency area.
### 2.1.1 Students identify as a professional social worker and conduct oneself accordingly.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Attends well to professional roles and boundaries
- Demonstrates professional demeanor in appearance
- Demonstrates professional demeanor in communication
- Uses supervision and consultation effectively
- Practices personal reflection and self-correction to assure continual professional development
- Demonstrates ability to interact positively with clients, colleagues and supervisors
- Demonstrates ability to assume responsibility for own learning and seeks out opportunities/activities to foster professional growth
- Plans, prioritizes and manages work assignments effectively

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<tr>
<td>Represent the agency at a minimum of one community meaning</td>
<td>12/15/17</td>
<td>Be able to describe agency structure, services &amp; policies at the community meeting</td>
</tr>
<tr>
<td>Attend weekly supervision and prepare agenda that demonstrates a beginning, middle and ending stage of intervention</td>
<td>12/15/17</td>
<td>Review with supervisor in supervision</td>
</tr>
<tr>
<td>Serve on at least one intra agency committee</td>
<td>3/15/18</td>
<td>Discuss committee role with supervisor in supervision</td>
</tr>
<tr>
<td>Complete agency documentation with accuracy and in a timely manner</td>
<td>Weekly</td>
<td>Review documentation at least monthly in supervision</td>
</tr>
</tbody>
</table>

### 2.1.3 Students apply social work ethical principles to guide professional practice.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Recognizes and manages personal values in a way that allows professional values to guide practice
- Abides by the ethical standards of the profession
- Abides by laws relevant to social work practice
- Tolerates ambiguity in resolving ethical conflicts
- Applies strategies of ethical reasoning to arrive at principled decisions
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<tr>
<td>Develop an ethical decision making tree congruent with agency protocol</td>
<td>10/15/17</td>
<td>Review with supervisor, seek clarification on any principles that are unclear</td>
</tr>
<tr>
<td>Describe HIPPA regulations to each client served</td>
<td>Daily</td>
<td>Be able to explain HIPPA to Supervisor</td>
</tr>
<tr>
<td>Participate in three individual meetings with clients and journal about personal values they were aware of experiencing</td>
<td>11/15/17</td>
<td>Share journal with supervisor and differentiate personal values from professional values</td>
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2.1.3 Students apply critical thinking to inform and communicate professional judgments.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Uses critical thinking to address client concerns
- Demonstrates good assessment skills
- Demonstrates good problem solving skills
- Demonstrates good data gathering skills
- Uses critical order thinking to evaluate complex material
- Integrates multiple sources of knowledge, including research based knowledge and practice wisdom in problem solving
- Demonstrates effective oral communication in working with individuals, families, groups organizations, communities and colleagues
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<tr>
<td>Identify practice models promoted by agency, integrate specific concepts from at least one of these models into intervention approach</td>
<td>11/15/17</td>
<td>Discuss agency practice models with supervisor and provide evidence of concepts integrated into practice</td>
</tr>
<tr>
<td>Review three treatment or care plans with supervisor and identify specific knowledge bases used to</td>
<td>11/15/17</td>
<td>Discuss knowledge bases with supervisor</td>
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</table>
contribute to assessment and treatment plan

<table>
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<tr>
<th>Complete at least one psychosocial assessment on individual client and include cross cultural issues identified</th>
<th>12/15/17</th>
<th>Present oral case presentation to supervisor reviewing data gathered in psychosocial assessment. Discuss what cross cultural issues were identified and how this information was integrated into treatment plan</th>
</tr>
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<tr>
<td>Participate in a community advocacy effort and identify any research or sources of knowledge identified to inform community group</td>
<td>3/15/18</td>
<td>Discuss resources and research that contributed to group’s effort in supervision with field instructor. Identify at least two other sources of information or research you might consider for the next meeting</td>
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2.1.5 Students engage diversity and difference in practice.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrates the ability to work comfortably with persons who are different from self
- Demonstrates an awareness of socio-political and economic issues affecting clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation
- Demonstrates self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power
- Seeks to understand the clients’ culture and identity through questioning and observation
- Identifies intervention strategies that are congruent with the culture and identity of the client

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<tr>
<td>Research three articles relevant to diversity that affects a client population the student has not worked previously</td>
<td>11/30/17</td>
<td>Review articles with supervisor</td>
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<tr>
<td>Prepare a diversity awareness training for agency staff</td>
<td>3/15/18</td>
<td>Review training and schedule date for training with supervisor</td>
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2.1.5 Students advance human rights and social and economic justice.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrates understanding of the forms and mechanisms of oppression and discrimination
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<tr>
<td>Identify cultural/social/economic needs of client population served by agency and organize agency effort to address needs</td>
<td>12/15/17</td>
<td>Discuss needs with supervisor and identify approach to organizing agency effort</td>
</tr>
<tr>
<td>Attend at least one political event that will effect the agency’s services or population served</td>
<td>12/15/17</td>
<td>Discuss observations with supervisor and present outcome of event to staff</td>
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2.1.6 Students engage in research-informed practice and practice-informed research.

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Uses practice experience to inform research
- Applies research findings to practice and, under supervision, evaluates practice interventions
- Uses research findings to improve practice, policy and social service delivery
- Is aware of and adheres to the values and ethical practices which govern research
- Demonstrates basic skills to evaluate their own practice
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<td>Research and read three to five articles related to population served</td>
<td>12/1/17</td>
<td>Prepare one page bullet point summary of research and how it can inform practice with relevant population, review with supervisor</td>
</tr>
<tr>
<td>Provide staff training on research completed</td>
<td>12/15/17</td>
<td>Review best practices with supervisor and schedule training to share information with agency staff</td>
</tr>
<tr>
<td>Identify agency program that has little data to support interventions used and identify program evaluation to address this needs</td>
<td>3/15/18</td>
<td>Present program evaluation proposal to supervisor and determine pros and cons to moving proposal forward to administration</td>
</tr>
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2.1.8 **Students apply knowledge of human behavior and the social environment.**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrates knowledge of human behavior in conducting assessments, planning, interventions and evaluation
- Demonstrates skill in completing bio psycho social spiritual assessments of the client or client system
- Demonstrates knowledge of social systems that promote or deter people in maintaining or achieving health and well-being

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<td>Research three practice theories applicable to populations served by agency</td>
<td>12/15/17</td>
<td>Present summary of all three theories and discuss with supervisor how student will use information to inform practice</td>
</tr>
<tr>
<td>Research community history, identify natural support systems in community and deepen understanding of cultural, ethnic and/or spiritual traditions with population served</td>
<td>12/15/17</td>
<td>Share information gathered with supervisor and provide overview of how student will use it to inform practice with client systems</td>
</tr>
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</table>
Identify effective communication skills to use with diverse populations served by agency  | 10/15/17 | Discuss skills identified with supervisor

---

2.1.8 *Students engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Implement policy practice interventions that integrate social work values, assess service effectiveness and demonstrate knowledge of child welfare, mental health and older adult policies as appropriate to field setting
- Collaborates with colleagues and clients to implement effective policy change
- Understands the influence practice can have on policy development

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<td>Attend agency advisory board meeting and record policies discussed</td>
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<td>Attend Legislative Lobby Days</td>
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<td>Prepare summary of legislative bills lobbied for and share with supervisor and agency staff</td>
</tr>
<tr>
<td>Research any current legislation that will impact agency and prepare fact sheet regarding impact of legislation, provide this overview to agency staff during a staff meeting</td>
<td>3/15/18</td>
<td>Present summary and fact sheet to supervisor and staff</td>
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2.1.9 *Students respond to contexts that shape practice.*

- In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:
- Demonstrates ability to identify and use community resources to promote responsive, culturally competent, sustainable services
- Transfers knowledge and skill from one situation to another
- Learns from a variety of sources (peers, other agency staff, field instructor, task supervisors and consultants)
- Accepts and utilizes constructive criticism
• Responds to evolving organizational, community, and societal contexts at all levels of practice

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<tbody>
<tr>
<td>Use agency data to compile demographics of populations served and provide this data at staff meeting</td>
<td>2/1/18</td>
<td>Share data collected with supervisor and staff</td>
</tr>
<tr>
<td>Attend weekly Case staffing</td>
<td>Weekly</td>
<td>Share observations of weekly case staffing with supervisor in weekly supervision</td>
</tr>
<tr>
<td>Maintains weekly supervision log, documenting feedback provided by supervisor and recommended follow-up</td>
<td>Weekly</td>
<td>Shares supervision log in weekly supervision and reports on follow up actions taken</td>
</tr>
</tbody>
</table>

2.1.10 *Students engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

Please indicate if the skills were demonstrated with one or more of the following client groups:

- Individuals_______
- Families_________
- Groups___________
- Organizations____
- Communities_______

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrates use of empathy and other personal skills with client groups
- Develops mutually agreed upon focus of work and desired outcomes with client groups
- Effectively prepares for work with client groups
- Collects, organizes and interprets client data
- Assess client strengths and limitations
- Develop mutually agreed on intervention goals and objectives with client groups
- Selects appropriate intervention strategies, and uses various social work roles to intervene effectively with clients
- Initiates actions to achieve organizational goals
- Implements prevention interventions that enhance client capacities
• Help clients resolve identified concerns
• Negotiates, mediates an advocates for clients
• Facilitates transitions and endings with client groups
• Critically analyzes, monitors and evaluates interventions with client groups

<table>
<thead>
<tr>
<th>Learning Activity/Task To Be Assigned</th>
<th>Expected Completion Date</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop list of questions/comments to elicit client input for developing treatment goals. Use this list to develop 5-7 intervention plans that reflect client/consumer input</td>
<td>3/15/18</td>
<td>Share list with supervisor and review mutually agreed upon treatment</td>
</tr>
<tr>
<td>Demonstrate list of client capacities for 5-7 clients served.</td>
<td>3/15/18</td>
<td>Review client capacity list with supervisor</td>
</tr>
<tr>
<td>Develop timeline for termination activities for 5-7 clients</td>
<td>4/15/18</td>
<td>Share and review timelines with supervisor</td>
</tr>
<tr>
<td>Review five to ten client files, assessing for evidence of client goals and comparing with intervention plans</td>
<td>3/1/18</td>
<td>Review observations with supervisor</td>
</tr>
<tr>
<td>Identify incidents of secondary trauma exposure and identify strategies used to make meaning of these events</td>
<td>monthly</td>
<td>Review with supervisor monthly in supervision</td>
</tr>
</tbody>
</table>

**Signatures:** The parties acknowledge their understanding and consent to this Learning Contract with their signatures below.

_____________________________________________________________  ______________
Student                                                   Date

_____________________________________________________________  ______________
Agency Field Instructor                               Date

_____________________________________________________________  ______________
Agency Task Supervisor                                 Date

_____________________________________________________________  ______________
Field Liaison                                           Date
FOCUS AREA CURRICULUM COMPETENCIES

Child Welfare, Mental Health Services, and Gerontology curriculum competencies can be found at the following links:

Child Welfare
http://calswec.berkeley.edu/curriculum-competencies-public-child-welfare-california

Mental Health Services
http://calswec.berkeley.edu/files/uploads/docx/Mental%2520Health/02_mh_comps_formatted_final.pdf

Gerontology (GERO)
TITLE IV-E CHILD WELFARE TRAINING PROGRAM

Competencies

Students who participate in the Title IV-E Child Welfare Training Program have two sets of competencies to follow: social work program generalist curriculum competencies and Title IV-E child welfare curriculum competencies. The Title IV-E competencies are a set of child welfare principles, knowledge, skills, and behaviors. These competencies were created by the California Social Work Education Center (CalSWEC) with various partners to provide a foundation for a competency-based curriculum. Both sets of competencies get reviewed and updated, as needed. The Title IV-E competencies can be located on the CalSWEC website:


Field Placements

Fieldwork provides the context in which students translate theory into practice. Opportunities within placement agencies should match the learning objectives of the child welfare curriculum. Each student must engage in direct, macro, micro, mezzo practice, and/or administrative tasks in a public child welfare field placement.

- BSW Title IV-E Students – must complete a one-year internship in a public child welfare agency
- MSW Advanced Standing Title IV-E Students – must complete a one-year internship in a public child welfare agency
- MSW Title IV-E Students – must complete a one-year internship in a public child welfare agency during the intensive field year (unless there is previous child welfare employment experience), and an additional one-year internship in public child welfare or a public or private non-profit agency delivering services exclusively to IV-E child welfare clients

Learning Contracts

Title IV-E students will use the BSW or MSW Learning Contract template to create their individualized Learning Contracts and experiences. Social work program competencies and Title IV-E competencies will be included in the construction of learning contracts (list the IV-E competencies the far right column in the Learning Contract templates). Examples of Title IV-E learning activities are provided for students who are interns at a child welfare agency (see following pages).


Trainings

- CWS/CMS Computer Training – prior to starting their placement in a public child welfare agency; these trainings can be used toward the field hours (as sick days throughout the year, if needed, but cannot be used to end placements early)
• **Summer Institute** – held in August prior to the start of the Fall semester; these trainings can be used toward the field hours (as sick days throughout the year, if needed, but cannot be used to end placements early)

• **Field Orientation Training** – offered by the Field Program at the beginning of the Fall semester

• **Monthly Practice Labs** – at least once per month, as scheduled

• **Winter Workshop** – held during winter break, this training can be used toward field hours (as sick days throughout the year, if needed, but cannot be used to end placements early)

• **Employment Seminars**

• **Transition from School to Employment Panel**

• **Other trainings as scheduled**
Example Title IV-E Learning Goals

When placed in a public child welfare field placement, Title IV-E students will be creating learning activities for their individualized Learning Contracts. Each student’s Learning Contract will vary based on individual previous experience and agency opportunities. Some examples of Title IV-E broad learning goals to be further developed (by the students) into individualized learning activities.

Introduction to the Agency

Learning Goals:

1. Be able to identify the mission, values, and history of the agency.
2. Review Division 31 Child Welfare Services Manual and be able to identify how it impacts agency practice and/or policies and procedures.
3. Be able to describe agency policy and practice regarding worker safety, in the office and field.
4. Discuss with your supervisor any worries you may have about your personal safety on the job and learn how to address these worries.
5. Discuss with your AFI internship-related stress factors, including secondary traumatic stress, and be able to identify how this may impact your work.
6. Identify and incorporate self-care strategies that will be used throughout your internship and at your placement site.
7. Review agency guidelines regarding CWS/CMS documentation standards and discuss with AFI.
8. Demonstrate an understanding of CWS/CMS documentation by completing contact narratives following social worker shadowing experiences and discussion with the social worker and/or AFI.
9. Interview a leader in the agency to discuss agency’s policies and procedures, such as:
   - Safe Measures
   - Structured Decision Making
   - CWS/CMS
   - Safety Organized Practice (SOP)
   - Other tools/practice models specific to agency

10. Interview a leader in the agency to gather to discuss agency’s programs, such as:
    - Intake/Hotline
    - Differential Response
    - Voluntary Services
    - Emergency Response (ER)
    - Court
    - Family Reunification
    - Family Maintenance
    - Permanency
    - Adoption
    - California Fostering Connections to Success (AB 12)

11. Develop an understanding of the key child welfare legislation that impacts service delivery and practice in the agency, such as:
    - Independent Living Programs (ILP)
    - Indian Child Welfare Act (ICWA)
    - Multi Ethnic Placement Act (MEPA)
    - Adoptions and Safe Family Act (ASFA)
    - Child Abuse Prevention and Treatment Act (CAPTA)

Legal and Court Issues
Learning Goals:

1. Review California Welfare and Institutions Codes (WIC) and be able to identify how it impacts agency practice and/or policies and procedures.
2. Identify the legal definition of child abuse as defined by Division 31 Regulation and the abuse/neglect categories as defined by the WIC and be able to discuss these during shadowing experiences with social workers.
3. Read a minimum of five different types of court reports developed by different social workers and identify how the reported information relates to the WIC.
4. Identify and discuss the components of a court report with the AFI.
5. Write a sample or mock court report on an existing client to discuss with the AFI.
6. Write three to five court reports on individual cases and discuss each one with AFI, including how to share this information with the family prior to the court date.
7. Observe a social worker testify in court and discuss with AFI and/or county counsel.
8. Develop an understanding of the role of the parent, child, and county attorneys in relation to the court and child welfare agency.

Shadowing Experiences

Learning Goals:

1. Develop an understanding of the various programs offered by the agency and shadow at least one social worker from each program.
2. Develop a broad understanding of the various reasons families come to the attention of child welfare agencies, such as substance abuse, intimate partner/domestic violence, sexual abuse, mental health factors, physical abuse, failure to thrive, poverty, homelessness, births that are toxicology positive, and discuss with the AFI how these factors relate to the laws governing child welfare.
RESOLUTION OF PROBLEMS IN FIELD EDUCATION

The School of Social Work Field Education Program is committed to helping students maximize their learning opportunities. Performance issues, personal and educational, occasionally surface in the field placement. The Field Education Program encourages early identification of any difficulties so that a resolution and/or corrective action can be taken as soon as possible.

Early intervention is essential to protect the student, the agency, and the client’s interests. Problems in field education can generally be categorized as one or more of the following:

- **Situational**: transportation difficulties, illness, personal crisis, unreliable childcare, etc.
- **Environmental**: lack of adequate opportunity provided by the agency to accomplish learning objectives, little or unsatisfactory field instruction, personality conflict between the student and AFI, etc.
- **Academic/Professional Behavior**: ethical violations (NASW Code of Ethics), poor professional behavior, unsuccessful completion of projects or tasks assigned, lack of ability or motivation to learn social work skills, disrespect for clients and/or other professionals, unable to utilize feedback effectively, threatening or criminal behavior, etc.

**Situational Issues**

If there is an issue that arises during the practicum in which the student is having difficulty fulfilling their responsibilities due to transportation, illness, personal crisis, unreliable childcare, etc. a resolution must be settled upon by joint agreement between the student and field instructor. A Performance contract should be developed in consultation with the liaison to identify strategies to resolve the issue(s) and a timeline by which the situational issue(s) need to be resolved. The liaison will monitor the Performance Contract to ensure that progress is being made and the student is fulfilling their responsibilities.

In the event that the situational issue is not ameliorated and the student is unable to fulfill their responsibilities to the practicum, the placement will be terminated. Termination of a placement requires that the liaison and Director of Field Education be notified immediately and a plan for adequate termination/closure with clients and agency personnel submitted to the liaison and AFI. The plan for termination should reflect the date the student will leave the placement, timing and method for terminating contacts with individuals and groups, and how and when the student will fulfill other termination responsibilities; i.e. transfer or closing of cases, completion of necessary paperwork, returning keys or identification cards, etc. Termination from a field placement will result in the student receiving no credit for the field practicum and a referral to the Student Review Committee. Please see the grievance table on page 90.

**Environmental Issues**

Occasionally problems in fieldwork are related to the agency’s or the AFI’s ability to provide appropriate learning experiences. The following steps are to be taken in this circumstance:

1. The student will address their concerns with the AFI first, clarifying the problem area or issue and identifying possible strategies for improving the situation. If the student and AFI are not able to come to some agreement as to how to address the concerns the liaison should be
contacted. The liaison should be informed of the concerns and a Performance Contract initiated to resolve the concerns and establish a time frame in which the concerns will be addressed.

2. If the concerns are resolved in the designated time frame the student will remain in the placement. If the concerns are not resolved the student will request a meeting with the AFI and liaison to determine whether or not a change in placement needs to occur. The program highly discourages changes in placements and every effort should be made to resolve the issue. The liaison will make a recommendation to the Director of Field Education in writing at the conclusion of this meeting as to whether or not the student should be moved or remain in the placement and the Performance Contract extended and the reasons they are making this recommendation. If the recommendation is to keep the student in the placement a revised Performance Contract will be submitted with the recommendation and strategies identified to resolve the issue. The liaison will notify the student and the AFI of their recommendation and the plan. If either the student or the AFI disagrees with the liaison’s recommendation they may submit a written appeal to the Director of Field Education who will make the final decision.

3. If the student or AFI rejects the plan submitted by the Director of Field they can appeal the decision to the MSW Program Director.

4. If the student or AFI rejects the decision submitted by the Director of the MSW Program they can appeal the decision to the Chair of the School of Social Work.

5. If the student or AFI rejects the decision of the Chair they can appeal the decision to the Dean of Behavioral and Social Sciences. At any point in the process a student may contact Student Judicial Affairs for assistance. It is required that above steps be taken to resolve any placement issue in addition to any steps taken by Student Judicial Affairs.

**Academic/Professional Behavior Issues**

Evaluation of the student’s academic and professional behavior in the placement is viewed as a process jointly undertaken by the student, the AFI, and the Liaison. The purpose of evaluation is to provide ongoing feedback and to determine if the student has met the course learning objectives and adhered to the agency’s personnel practices, policies and procedures, as well as the profession’s code of ethics. If a student breaches the professional code of ethics the student will be terminated from the field placement. An immediate referral will be made to the Student Review Committee. If a student is not meeting the expectations for professional behavior they may be terminated from the program or a Field Remediation Plan may be developed to help the student improve their performance. The following steps should be taken to resolve an academic/professional problem in the field placement:

1. The AFI will address their concerns with the student first, clarifying the problem area or issue and identifying possible strategies for improving the situation. If the student and AFI are not able to come to an agreement as to how to address the concerns the liaison should be contacted. The liaison should be informed of the concerns and a Performance Contract initiated to resolve the concerns and establish a time frame in which the concerns will be addressed. It is recommended that this initial time frame be no longer than two weeks. The Performance Contract will include a clear statement of the problem area(s), remediation steps, and expectations for change, a clearly defined evaluation process, and a time frame for remediation. The Performance Contract will be signed by all three parties and a copy provided to the student,
AFI, liaison and the Director of Field Education. The liaison will closely monitor the student’s progress.

2. If the time frame for the Performance Contract expires but the student has followed through with the remediation plan and is making satisfactory progress the AFI in conjunction with the student and faculty liaison can agree to extend the time frame of the contract. An extension of the contract may also warrant the student completing additional hours in fieldwork to fulfill the terms of the contract. If the extension of the contract requires the student to complete field hours beyond the grading period the student will receive a grade of “Incomplete” until the contract is complete. Any and all extensions should be noted in writing on the Performance Contract and initialed by all three parties. The Director of Field Education will also be notified about any extensions.

3. If a student does not show satisfactory progress during the established timeframe the student will be terminated from the placement. Termination from a field placement will result in the student receiving no credit for the field practicum and a referral to the Student Review Committee. If a student wishes to grieve the decision he/she will notify the Student Review Committee (see table below).

Termination from Field Practicum

<table>
<thead>
<tr>
<th>Step 1 – Student Review Committee</th>
<th>[ The Director of Field Education will provide the Chair of the Student Review Committee a summary of the issues that contributed to the student’s termination from field practicum within five instructional days. ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student is terminated from their field practicum placement the Director of Field Education will notify the student that they will not receive credit for the field practicum and will be referred to the Student Review Committee. The committee will make a determination regarding the student’s continued status in the BSW/MSW program. The referral will be made to the committee within five (5) instructional days of the student being terminated from their field placement.</td>
<td>[ The Chair of the Student Review Committee will recruit one ad hoc faculty member for the committee and forward the referral and supporting materials to all committee members, including the student’s faculty field liaison, and practice course instructor informing them that the committee will meet with the student within ten days to hear the student’s perspective and make a recommendation to establish a remediation plan or terminate the student from the program. The student must be given written notification five instructional days before the review date. ]</td>
</tr>
</tbody>
</table>

1 The Student Review Committee is a standing committee of two Faculty Members appointed by the
Director of the School with the committee chair elected from its membership. Its purpose is to review students experiencing performance concerns that interfere with their ability to function successfully in the program. The Student Review Committee is the primary mechanism for resolution of the matter. When the performance issue concerns a field practicum issue the committee will also include the faculty field liaison, the practice course instructor and the Director of Field Education. The committee will make a determination as to whether the student continues in the BSW or MSW program. If the committee feels that circumstances warrant the student being provided another opportunity to complete a field practicum a Student Field Remediation Plan will be developed. If the committee recommends termination of the student from the program the student may access the University’s grievance process and contact Student Judicial Affairs to proceed with the established grievance process. In the interim the student will not participate in a field practicum course.

Some examples of concerns warranting a recommendation for dismissal from the program based on a student’s performance in the field include:

a. Student engages in behavior that is disrespectful of other students, instructors, practicum personnel and that disrupts the classroom, office, or practicum, alienates self from others related to the program, results in repeated complaints and requires undue time from faculty, staff, or practicum personnel.

b. Student displays attitudinal or unethical behaviors that question the student’s fitness for the profession of social work.

c. Student displays attitudes or behaviors inconsistent with the values and ethics of the social work profession.

d. Student acts out unresolved personal issues that affect classroom behavior and/or relationships with colleagues, faculty, staff or professionals in the field setting.

e. Student engages in behavior in or outside the classroom that is illegal, indicates a substance abuse problem, or interferes with the student’s ability to function in the program or with colleagues.

f. Student fails to meet the terms of a performance contract in their field practicum and the placement agency terminates the student from their field practicum.

g. Lack of acceptance by three or more field agencies if, in the judgment of faculty and field staff, the placements can provide appropriate field experiences without undue inconvenience to the student.

<table>
<thead>
<tr>
<th>Step 1c – Attendees and Participants at Student Review Committee</th>
<th>The student, student’s advisor, BSW/MSW Program Director, Director of the School, and representative from CSU, Chico Student Judicial Affairs are notified in writing of the date, time, and place of the review, and the alleged nature of the deficiencies in performance or conduct under review. Note: The CSU, Chico email is the official form of communication and notification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Director of Field Education will be present during the Student Review Committee review</td>
<td></td>
</tr>
</tbody>
</table>
present the issues(s) that resulted in the student’s termination.

The student has the right to present material on his/her behalf that challenges the allegations, including asking others to address the Student Review Committee on his/her behalf. The advocate may be a student or any other advocate save a licensed attorney.

<table>
<thead>
<tr>
<th>Step 1d – Questioning Process</th>
<th>The student has the right to question anyone participating in the proceedings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1e – Student Review Committee Procedure</td>
<td>Call to order</td>
</tr>
<tr>
<td></td>
<td>Designation of a committee member to record the minutes of the meeting.</td>
</tr>
<tr>
<td></td>
<td>Recording of attendees and their role in the proceeding (committee member, student, other faculty, and student’s invitees).</td>
</tr>
<tr>
<td></td>
<td>Identification of the matter for discussion.</td>
</tr>
<tr>
<td></td>
<td>Description of the known facts regarding the issue by a designated committee member.</td>
</tr>
<tr>
<td></td>
<td>Student’s comments, explanations, challenges, evidence (if applicable).</td>
</tr>
<tr>
<td></td>
<td>Comments of other attendees.</td>
</tr>
<tr>
<td></td>
<td>Inform student of the date by which a recommendation will be made to the Director of BSW or MSW Program.</td>
</tr>
<tr>
<td></td>
<td>Notification to student of date and location for securing a copy of the minutes as well as a written explanation that any amendments to the minutes must be made within six weeks.</td>
</tr>
<tr>
<td></td>
<td>The Student and any other attendees that are not members of the committee are excused from the meeting at this time.</td>
</tr>
<tr>
<td></td>
<td>The committee will engage in a discussion with the goal of reaching concurrence on the nature of the difficulty and possible solutions including dismissal from the School of Social Work or development of a Field Remediation Plan to address areas of concern.</td>
</tr>
<tr>
<td></td>
<td>Adjournment.</td>
</tr>
<tr>
<td></td>
<td>Note: The designated Student Review Committee member records the proceedings and arranges for faculty attendees to receive copies.</td>
</tr>
</tbody>
</table>
In addition, the secretary provides a copy of the committee’s recommendation to the BSW or MSW Program Director. A copy of the report is kept in the student’s file within the School of Social Work.

<table>
<thead>
<tr>
<th>Step 1f – Determination of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The committee makes a determination of the action to be taken, if any, and the committee chair notifies the student by via CSUC email. If a *Field Remediation Plan is developed the student will be responsible for meeting the recommendations of the remediation plan and meeting with the Program Director to develop an alternate education plan for course completion. Prior to returning to field the student will meet with the Director of Field Education who will be responsible for assessing the student’s progress towards meeting the requirements of the Field Remediation Plan.</td>
</tr>
</tbody>
</table>

*Refer to the appendix

<table>
<thead>
<tr>
<th>Student Judicial Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student may request advice and guidance from Student Judicial Affairs.</td>
</tr>
</tbody>
</table>

Students wanting assistance in responding to a negative evaluation of their performance, dismissal, or believe the School of Social Work faculty, staff, or administration have violated their rights, may enlist assistance from the Office of Student Judicial Affairs at any point in the process. The formal grievance process with Student Judicial Affairs may be initiated only after all informal attempts to resolve the problem have been made and found unsatisfactory in reaching a solution (see CSU, Chico Student Judicial Affairs). The student must file a request for a formal hearing with the Coordinator of Judicial Affairs within 30 instructional days after the problem has come to the student’s attention. See EM 94-22. The Student Grievance Procedures. Note: Students, who violate EM 96-38, the Code of Student Rights and Responsibilities, or the NASW Code of Ethics, may be referred to Student Judicial Affairs.

A student may be removed from a practicum placement for the following reasons:

1. Failure to maintain confidentiality
2. Failure to abide by the NASW Code of Ethics
3. An attempt to harm someone else
4. An attempt to harm oneself
5. Repeated tardiness at the agency and/or tardiness without notification
6. Repeated absences from the agency and/or absence without notification
7. Repeated change in scheduled field hours without approval
8. Inappropriate or illegal behavior during or outside of the practicum
9. Below average performance as documented in formal written evaluation
10. Failure to perform and complete assigned tasks in a timely manner

Closure
Regardless of the reasons for early termination, it is expected that the student with direction from the AFI, will carry out adequate closure with clients, co-workers, and the agency. Any plans for closure should include: the exact date of termination, the timing and method used to terminate planned contact with individuals and/or groups; the way in which the student will fulfill other agency obligations (completion of summaries needed for case transfer or closing, for example), and completion of necessary separation procedures (sign forms, returning keys and/or ID, etc.). It is expected that the closure process will be done in a way that continues to support the student’s learning and the best interests of the clients served.

Repeating Field Practicum Courses
Any student who does not receive credit for the field practicum and is given the opportunity to repeat the course may be required to also repeat other course(s) the Student Review Committee deems necessary to increase the student’s knowledge, values, and skills needed to successfully pass the practicum.
POLICIES SPECIFIC TO STUDENTS IN PLACEMENT

Safety
The following safety policies and procedures regarding student interns in the field practicum have been created in recognition of the fact that physical vulnerability of professional social workers and potential volatile situations in the lives of clients are current realities.

1. The School of Social Work is responsible for providing all students and field faculty with general written information about safety in the field practicum.
2. Each student will complete the safety checklist in conjunction with their agency field instructor. The checklist is completed via the student's Intern Placement Tracking (IPT) account.
3. Faculty field liaisons will address safety issues identified in discussions that take place in the field seminar classroom.
4. Each agency is responsible for orienting student interns to the safety policies and procedures in that particular field practicum. Such orientation should include, but not be limited to:
   a. Discussion of safety issues in the community, including students conducting home visits, etc.
   b. Discussion of safety issues within the agency building(s).
   c. Safety issues with particular clients exhibiting high risk behavior and/or prone to violent behavior. Security of personal belongings should also be covered. Procedures for the student to follow in the event of a safety or security problem should be reviewed in detail.
5. Students should not be forced to engage in assignments in which they feel physically at risk. The agency needs to make the same accommodations to ensure students' safety as they make for staff. If a student’s concerns about safety begin to interface with the learning process, the field instructor should explore these issues with the student immediately and the field faculty should be contacted to facilitate exploration of the concerns.

Injury/Accident Procedures
In an effort to prevent injury or accidents the School of Social Work will distribute to all field practicum students, agency field instructors, and field faculty “Safety Guidelines” which detail general steps students can take in the field practicum to maximize safety and minimize security risks. Safety measures will be discussed in student field practicum orientations and seminars and followed up in discussions with the students’ agency field instructors and faculty field liaisons.

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

If an accident occurs in which a student is injured, the student and the agency field instructor will contact the faculty field liaison and the Director of Field Education immediately. The Director of Field Education will then report the incident to the CSU, Chico Risk Manager. Students are advised to seek medical attention as soon as possible, utilizing their own medical insurance – unless the hosting agency has agreed to cover the injury. If the injury does not require immediate medical attention, the student
should seek treatment at the CSU, Chico Student Health Center. If the student does not have access to any form of medical coverage the CSU, Chico Risk Manager will be contacted to determine if there are other sources of medical coverage available to the student. An accident report will be completed to document the incident and the form can be located on the Field Education website at http://www.csuchico.edu/swrk/programs/field/studentresources.shtml.

The faculty field liaison and the Director of Field Education will document the incident and the steps taken to address it, meet the student to assess the student’s readiness to return to the field practicum, and address any other issues relevant to the situation.

**Professional Liability Insurance**
In accordance with the CSU, Chico and Community-Based Organization Student Placement Agreement, the University shall provide professional and general liability coverage for students enrolled in field practicum placements. Students do not need to obtain coverage on their own. The student’s malpractice liability insurance coverage is not in effect for other than the assigned field practicum experience. Faculty field liaisons need to be aware and pre-approve any hours a student may be completing during school breaks to make up missed hours. Preapproval is necessary to ensure that there will be a field faculty available if any issues arise during the academic break period, when the student is in the field.

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

**Transportation and Travel**
Usually agencies require students to have a car to perform field assignments that involve home visits, collaborative meetings, community work, etc. Therefore, it is strongly encouraged for students to have daily access to a dependable automobile to commute to field practicum agencies and to carry out assignments required by the field practicum agency. Students are responsible for their own day-to-day transportation to their field practicum. Please note that not having dependable transportation will limit the student’s placement options. However, the school will make every reasonable effort to accommodate non-driving students.

Students are encouraged to use an agency vehicle when transporting clients, consumers, or agency personnel on behalf of the agency. If a student elects to use a privately-owned vehicle, as part of his/her field placement responsibilities, s/he is responsible for obtaining adequate insurance to cover his/her legal responsibility. The University does not carry physical damage insurance on a privately-owned vehicle.

Students who drive must show proof of a valid California driver’s license, automobile registration, and insurance meeting the State of California minimum requirements when requested by the practicum agency prior to beginning their internship. They must maintain coverage throughout the entire field practicum period.
The University does not assume responsibility for any claims arising from the use of an automobile by the student in the completion of field practicum activities. The University does not assume responsibility for student travel expenses.

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

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

**Student Disability Services**

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

It is the student’s responsibility to inform the Director of Field Education or the faculty field liaison and provide the necessary paperwork from Disability Services specifying the necessary accommodations. Students requesting reasonable accommodations for their internship will need to follow the procedures listed below:

- Obtain a letter from Student Disability Services stating the requested appropriate academic accommodations.
- Obtain and provide a copy of a Release of Information form from Disability Services for the Director of Field Education, faculty field liaison, and agency field instructor for consultation with Student Disability Services; and
- Inform the agency field instructor and field faculty directly or provide written documentation, with date, and signature of the needed accommodations.
- Agency field instructors and field faculty are not responsible for adhering to the student’s academic accommodations if requested after the fact (e.g. student informing agency field instructor and field faculty after internships have begun, after practicum assignments and presentations are due, or at the end of the semester of needed accommodations, etc.).

**Use of Cell Phones of Pagers**

Agencies may request that students utilize agency pagers and/or cell phones during their field practicum internship activities. Student use of these agency supplied devices is acceptable only during assigned field practicum hours. Under no circumstances should a student be expected to be available by cell phone, pager, or on-call status during hours in which they are not assigned for field practicum. Students are not expected to use their own personal cell phones or pagers for agency business.

Field placement agencies will also want to inform students of their policy regarding a student’s use of personal cell phone during field practicum hours.
Social Media Policy

Setting and maintaining clear boundaries is the hallmark of a professional relationship. Professional boundaries should guide decision-making with the use of any online tool or technology. Students should inquire about agency policies regarding use of technology at their practicum sites.

The following recommendations will help students conduct respectful, knowledgeable interactions while maintaining professional boundaries. The recommendations are intended to protect the privacy, confidentiality, and interests of the students, their practicum agencies, colleagues, employees, clients and the School of Social Work.

Note that these policies and recommendations apply only to school and practicum-related sites and issues and are not meant to infringe upon a student’s personal interaction or commentary online.

Confidential Information Component of the Social Media Policy

You may not share information that is confidential about the School of Social Work, your practicum setting and/or clients and colleagues. If you have any question about whether information has been released publicly or doubts of any kind, speak with the Chair of the School of Social Work or your practicum supervisor before releasing information that could potentially harm the School of Social Work, your practicum and/or their employees or clients.

Respect and Privacy Rights

Speak respectfully about the School of Social Work, your practicum and/or their employees or clients. Do not engage in name-calling or behavior that will reflect negatively on the School of Social Work or your practicum’s reputation.

Photographs

Taking and sharing photographs without consent is a breach of confidentiality. Agencies increasingly use photography for professional consultation, research and education purposes. Know your agency’s policy regarding photography including any limitations on its use.

Recommendations:

- Do not “friend” your clients (current or past) and do not allow your clients (current or past) to “friend” you.
- Do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact your clients or respond to clients who may have contacted you. These sites are not secure.
- Become intimately familiar with the privacy controls on these networks and ensure that the general public cannot see personal details of your life you would prefer to share only with your immediate friends and family.
- Only use your professional (work/practicum) email address to communicate with clients.
- All email communication with clients should be of a professional nature and not involve personal discussions and/or disclosures of any kind.
- Do not discuss details of your work with clients.
- If you choose to communicate with your clients by email, please be aware that all emails are retained in the logs of your and their Internet service providers. While it is unlikely that
someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider.

**Tips for Responding to Social Media Requests from Clients**

Here are examples of what you can say to clients who request or attempt to contact you through any form of social media:

- **Friending**
  “I do not accept friend requests from current or former clients. This holds true on Facebook, LinkedIn, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk more about it.”

- **Interacting**
  “Please do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact me. These sites are not secure and I may not read these messages in a timely fashion. If you need to contact me, please use the system outlined in our first meeting.”

- **Email**
  “I prefer to use email only to arrange or modify appointments. Please do not use email to send content related to our work together, as email is not completely secure or confidential. If you choose to communicate with me by email, please be aware that all emails are retained in the logs of your and my Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider. You should also know that any email I receive from you and any responses that I send to you will be printed out by me and kept in your file.”

Students are also referred the National Association of Social Worker’s policy statement: [http://www.socialworkers.org/practice/standards/NASWTechnologyStandards.pdf](http://www.socialworkers.org/practice/standards/NASWTechnologyStandards.pdf)
FIELD INSTRUCTOR FORMS
BSW/MSW Foundation Field Practicum Student Evaluation

<table>
<thead>
<tr>
<th>School of Social Work</th>
<th>BSW 489A&amp;B Senior/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education Program</td>
<td>MSW 631/632 Foundation</td>
</tr>
<tr>
<td>Chico, CA 95929-0550</td>
<td>Field Practicum</td>
</tr>
<tr>
<td>Phone: (530)-898-5632</td>
<td>Student Evaluation</td>
</tr>
<tr>
<td>Fax (530)-898-5574</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.csuchico.edu">www.csuchico.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

This evaluation is to be completed by both the Agency Field Instructor and student. The field instructor will score the student’s performance under the field instructor column and the student will rate their performance under the student column. Both parties should discuss the evaluation when completed. The evaluation will be submitted by the Agency Field Instructor and student by the date noted on the Field Education Calendar.

Student: __________________________________________________________

Agency Field Instructor: ____________________________________________

Agency: __________________________________________________________

Faculty Field Liaison: ______________________________________________

Total Number of Field Practicum Hours Completed as of current date: ________________

Please provide a brief description of your Agency: __________________________

_____________________________________________________________________

_____________________________________________________________________

Please provide a brief description of current learning activities in which the student is participating: __________

_____________________________________________________________________

_____________________________________________________________________

_______________________________________________________________

The field instrument consists of ten student competencies that relate to the overall BSW/MSW Program Objectives. Each section includes articulated field learning objectives, all of which are to be evaluated. The NA category should be used when the field instructor has not been able to evaluate the student’s performance in that area. When reviewing the evaluation together please note that areas that were rated NA by the field instructor should also be rated NA by the student. Every effort should be made to include learning tasks the following semester to address areas rated NA. Please use the following key in evaluating your students.
EVALUATION KEY

NA - No opportunity to develop this skill in this setting as of yet/or the field instructor does not have evidence needed to make a judgment.

1 - Unacceptable: Student shows little evidence of understanding the concept and/or demonstration of skill development.

2 - Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.

3 - Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.

4 - Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skill with consistency.

5 - Exceptional Demonstration of Skill Development: The skill is an integrated part of the student’s stance and style. Student exhibits independence, creativity, and flexibility in use of the skills. This category is to be used with great discretion

NARRATIVE SECTION

Please use narrative section to individualize your student's evaluation. The narrative is an important and necessary part of the evaluation. Your comments personalize and clarify for your students the essence of your evaluation of their work. It is important to comment on areas that need work, as well as areas in which the student excels. It is essential for the student and the School to have this section completed.

BSW Senior/MSW Foundation Year Expectations

First Semester (Mid-Year Evaluation):

The expected levels of performance for a first semester student are levels 2, 3, and 4. The liaison should be contacted under the following circumstances:

– If a student is performing at level 1 on any specific behavioral measure;
– If a student is performing at level 2 on more than 50% of the behavioral measures in any one of the core areas.

Second Semester (Final Evaluation):

The expected levels of performance for a second semester student are levels 3 and 4. The liaison must be contacted under the following circumstances:

– If a student is performing at level 1 on any specific behavioral measure;
If a student is performing at level 2 on more than 25% of the behavioral measures in any one of the core areas.

**BSW - SWRK 489A&B SENIOR FIELD EDUCATION STUDENT EVALUATION**
**MSW 631/632 – FOUNDATION FIELD EDUCATION STUDENT EVALUATION**

<table>
<thead>
<tr>
<th>1. Student identifies as a professional social worker and conducts himself/herself accordingly.</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Instructor</td>
<td>Student</td>
</tr>
<tr>
<td>Advocates for client access to services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices personal reflection and self-correction to assure continual professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends well to professional roles and boundaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends well to professional demeanor in appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional demeanor in communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses supervision and consultation effectively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Student applies social work ethical principles to his or her professional practice</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Instructor</td>
<td>Student</td>
</tr>
<tr>
<td>Recognizes and manages personal values in a way that allows professional values to guide practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abides by the ethical standards of the profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerates ambiguity in resolving ethical conflicts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies strategies of ethical reasoning to arrive at principled decisions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Student applies critical thinking to inform and communicate professional judgments</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Instructor</td>
<td>Student</td>
</tr>
<tr>
<td>Integrates multiple sources of knowledge, including research based knowledge and practice wisdom in problem solving.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Considers different perspectives in developing the approach chosen for assessment, prevention, intervention and/or evaluation

Demonstrates effective oral communication

Demonstrates effective written communication

| 4. Student understands diversity and difference and understands the influence of these factors on the human experience. |
|---|---|---|---|---|
| **Fall** | **Spring** |
| Student | Instructor | Student | Instructor |
| Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power |
| Demonstrates sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups |
| Demonstrates an understanding that the many ways that people differ (i.e., gender, race, ethnicity, religion, class, sexual orientation, gender identity, age, abilities) shape people’s life experience. This can include shaping how people experience problems, community, family, child rearing, aging, mental health, etc. |
| Understand that they are learners and engage those with whom they work as experts in their lives and informants |

| 5. Student advances human rights and social and economic justice. |
|---|---|---|---|---|
| **Fall** | **Spring** |
| Student | Instructor | Student | Instructor |
| Demonstrates an understanding of the forms and mechanisms of oppression and discrimination |
| Advocates for human rights and social and economic justice |
| Engage in practices that advance social and economic justice |

| 6. Student engages in research informed practice and practice informed research |
|---|---|---|---|---|
| **Fall** | **Spring** |
| Student | Instructor | Student | Instructor |
| Uses research findings to inform and improve practice |
### 7. Student applies knowledge of human behavior and the social environment

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Instructor</td>
</tr>
<tr>
<td>Demonstrates the ability to use theories and conceptual frameworks to guide all aspects of practice</td>
<td></td>
</tr>
<tr>
<td>Critiques and applies knowledge to understand both the person and their environment</td>
<td></td>
</tr>
</tbody>
</table>

### 8. Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Instructor</td>
</tr>
<tr>
<td>Identifies, analyzes, and advocates for policies that improve well-being.</td>
<td></td>
</tr>
</tbody>
</table>

### 9. Student understands the dynamic nature of social work practice and adapts practice approaches accordingly.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Instructor</td>
</tr>
<tr>
<td>Demonstrates the ability to understand and respond to changes occurring in the agency, community, among the population, and in scientific and technological developments</td>
<td></td>
</tr>
<tr>
<td>Provides leadership in improving the quality of social services</td>
<td></td>
</tr>
</tbody>
</table>

### 10. Student engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Instructor</td>
</tr>
<tr>
<td>Effectively prepares for work with client groups</td>
<td></td>
</tr>
<tr>
<td>Demonstrates use of empathy and other personal skills in work with client groups</td>
<td></td>
</tr>
<tr>
<td>Develops mutually agreed upon focus of work and desired outcomes with client groups</td>
<td></td>
</tr>
<tr>
<td>Collects, organizes and interprets client data</td>
<td></td>
</tr>
<tr>
<td>Assesses client strengths and limitations</td>
<td></td>
</tr>
<tr>
<td>Develops mutually agreed on intervention goals and objectives with client groups</td>
<td></td>
</tr>
<tr>
<td>Selects appropriate intervention strategies</td>
<td></td>
</tr>
<tr>
<td>Initiates actions to achieve organizational goals</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Individuals</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Implements prevention strategies that enhance client capacities</td>
<td></td>
</tr>
<tr>
<td>Helps clients resolve identified concerns</td>
<td></td>
</tr>
<tr>
<td>Negotiates, mediates and advocates for clients</td>
<td></td>
</tr>
<tr>
<td>Facilitates transitions and endings with client groups</td>
<td></td>
</tr>
<tr>
<td>Critically analyzes, monitors and evaluates interventions with client groups</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate if the above skills were demonstrated with one or more of the following client groups:

NARRATIVE
Please use the narrative section to individualize your student's evaluation. The narrative is an important and necessary part of the evaluation. Your comments personalize and clarify for your students the essence of your evaluation of their work. It is important to comment on areas that need work, as well as areas in which the student excels. It is essential for the student and the School to have this section completed.

NARRATIVE (Fall)
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

NARRATIVE (Spring)
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
Student Signature: ____________________________ Date: _____________________

Fall

Field Instructor Signature: ____________________________ Date: _____________________

Fall

Student Signature: ____________________________ Date: _____________________

Spring

Field Instructor Signature: ____________________________ Date: _____________________

Spring
This evaluation is to be completed by both the Agency Field Instructor and student. The field instructor will score the student’s performance under the field instructor column and the student will rate their performance under the student column. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to an area of focus. Please indicate after each set of practice behaviors what population the student mastered these competencies with. Both parties should discuss the evaluation when completed. The evaluation will be submitted by the Agency Field Instructor and student by the date noted on the Field Education Calendar.

Student____________________________________________________________________________

Agency Field Instructor: ______________________________________________________________

Agency: _________________________________________________________________________

Faculty Field Liaison: ________________________________________________________________

Number of Field Practicum Hours completed as of current date: _______________________________

Please provide a brief description of your Agency: ________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Please provide a brief description of current learning activities in which the student is participating: _____

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
The field instrument consists of ten student competencies that relate to the overall BSW/MSW Program Objectives. Each section includes articulated field learning objectives, all of which are to be evaluated. The NA category should be used when the field instructor has not been able to evaluate the student’s performance in that area. When reviewing the evaluation together please note that areas that were rated NA by the field instructor should also be rated NA by the student. Every effort should be made to include learning tasks the following semester to address areas rated NA. Please use the following key in evaluating your students.

**EVALUATION KEY**

**NA** - No opportunity to develop this skill in this setting as of yet/or the field instructor does not have evidence needed to make a judgment.

**1** - Unacceptable: Student shows little evidence of understanding the concept and/or demonstration of skill development.

**2** - Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.

**3** - Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.

**4** - Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skill with consistency.

**5** - Exceptional Demonstration of Skill Development. The skill is an integrated part of the student’s stance and style. Student exhibits independence, creativity and flexibility in use of the skills. **This category is to be used with great discretion**

**NARRATIVE SECTION**

Please use narrative section to individualize your student’s evaluation. The narrative is an important and necessary part of the evaluation. Your comments personalize and clarify for your students the essence of your evaluation of their work. It is important to comment on areas that need work, as well as areas in which the student excels. It is essential for the student and the School to have this section completed.

**Advanced Year Expectations**

**First Semester (Mid-Year Evaluation):**

The expected levels of performance for a first semester student are levels 3 and 4. The liaison should be contacted under the following circumstances:

- If a student is performing at level 1 on any specific behavioral measure;
If a student is performing at level 2 on more than 25% of the behavioral measures in any one of the core areas.

**Second Semester (Final Evaluation):**

The expected levels of performance for a second semester student are levels 3, 4 and 5. The liaison must be contacted under the following circumstances:

- If a student is performing at level 1 or 2 on any specific behavioral measure.

---

### SWRK 648-658 ADVANCED YEAR STUDENT FIELD EDUCATION EVALUATION

<table>
<thead>
<tr>
<th>1. Student identifies as a professional social worker and conducts himself/herself accordingly.</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Instructor</td>
</tr>
<tr>
<td>Advocates for client access to services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices personal reflection and self-correction to assure continual professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends well to professional roles and boundaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional demeanor in appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional demeanor in communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses supervision and consultation effectively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please note the level (1-5) at which the student mastered this skill set with the following populations:**

- Children & Families: ____
- Older Adults: ____
- People with mental illness: ____
- Child Welfare (IV-E): ____

<table>
<thead>
<tr>
<th>2. Student applies social work ethical principles to his or her professional practice</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Instructor</td>
</tr>
<tr>
<td>Recognizes and manages personal values in a way that allows professional values to guide practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abides by the ethical standards of the profession</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tolerates ambiguity in resolving ethical conflicts

Applies strategies of ethical reasoning to arrive at principled decisions

Please note the level (1-5) at which the student mastered this skill set with the following populations:

| Children & Families | ↓ |
| Older Adults | ↓ |
| People with mental illness | ↓ |
| Child Welfare (IV-E) | ↓ |

3. Student applies critical thinking to inform and communicate professional judgments

Integrates multiple sources of knowledge, including research based knowledge and practice wisdom in problem solving.

Considers different perspectives in developing the approach chosen for assessment, prevention, intervention and/or evaluation.

Demonstrates effective oral communication

Demonstrates effective written communication

Please note the level (1-5) at which the student mastered this skill set with the following populations:

| Children & Families | ↓ |
| Older Adults | ↓ |
| People with mental illness | ↓ |
| Child Welfare (IV-E) | ↓ |

4. Student understands diversity and difference and understands the influence of these factors on the human experience.

Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power

Demonstrates sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Demonstrates an understanding that the many ways that people differ (i.e., gender, race, ethnicity, religion, class, sexual orientation, gender identity, age, abilities) shape people’s life experience. This can include shaping how people experience problems, community, family, child rearing, aging, mental health, etc.

Understand that they are learners and engage those with whom they work as experts in their lives and informants

Please note the level (1-5) at which the student mastered this skill set with the following populations:

| Children & Families | ↓ |

121
5. Student advances human rights and social and economic justice.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of the forms and mechanisms of oppression and discrimination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocates for human rights and social and economic justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in practices that advance social and economic justice</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please note the level (1-5) at which the student mastered this skill set with the following populations:

- Children & Families
- Older Adults
- People with mental illness
- Child Welfare (IV-E)

6. Student engages in research informed practice and practice informed research

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses research findings to inform and improve practice</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please note the level (1-5) at which the student mastered this skill set with the following populations:

- Children & Families
- Older Adults
- People with mental illness
- Child Welfare (IV-E)

7. Student applies knowledge of human behavior and the social environment

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to use theories and conceptual frameworks to guide all aspects of practice</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Critiques and applies knowledge to understand both the person and their environment</td>
<td></td>
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</tr>
</tbody>
</table>

Please note the level (1-5) at which the student mastered this skill set with the following populations:

- Children & Families
- Older Adults
- People with mental illness
- Child Welfare (IV-E)
8. Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Student</th>
<th>Instructor</th>
<th>Spring</th>
<th>Student</th>
<th>Instructor</th>
</tr>
</thead>
</table>

Identifies, analyzes, and advocates for policies that improve well-being.

Please note the level (1-5) at which the student mastered this skill set with the following populations:

- Children & Families: 
- Older Adults: 
- People with mental illness: 
- Child Welfare (IV-E): 

9. Student understands the dynamic nature of social work practice and adapts practice approaches accordingly.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Student</th>
<th>Instructor</th>
<th>Spring</th>
<th>Student</th>
<th>Instructor</th>
</tr>
</thead>
</table>

Demonstrates the ability to understand and respond to changes occurring in the agency, community, among the population, and in scientific and technological developments

Provides leadership in improving the quality of social services

Please note the level (1-5) at which the student mastered this skill set with the following populations:

- Children & Families: 
- Older Adults: 
- People with mental illness: 
- Child Welfare (IV-E): 

10. Student engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Student</th>
<th>Instructor</th>
<th>Spring</th>
<th>Student</th>
<th>Instructor</th>
</tr>
</thead>
</table>

Effectively prepares for work with client groups

Demonstrates use of empathy and other personal skills in work with client groups

Develops mutually agreed upon focus of work and desired outcomes with client groups

Collects, organizes and interprets client data
<table>
<thead>
<tr>
<th>Skill</th>
<th>Individuals</th>
<th>Families</th>
<th>Groups</th>
<th>Organizations</th>
<th>Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assesses client strengths and limitations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Develops mutually agreed on intervention goals and objectives with client groups</td>
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</tr>
<tr>
<td>Selects appropriate intervention strategies</td>
<td></td>
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<tr>
<td>Initiates actions to achieve organizational goals</td>
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<tr>
<td>Implements prevention strategies that enhance client capacities</td>
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<tr>
<td>Helps clients resolve identified concerns</td>
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<tr>
<td>Negotiates, mediates and advocates for clients</td>
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<tr>
<td>Facilitates transitions and endings with client groups</td>
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<tr>
<td>Critically analyzes, monitors and evaluates interventions with client groups</td>
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</tbody>
</table>

Please indicate if the above skills were demonstrated with one or more of the following client groups:

Please note the level (1-5) at which the student mastered this skill set with the following populations:

<table>
<thead>
<tr>
<th>Population</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children &amp; Families</td>
<td></td>
</tr>
<tr>
<td>Older Adults</td>
<td></td>
</tr>
<tr>
<td>People with mental illness</td>
<td></td>
</tr>
<tr>
<td>Child Welfare (IV-E)</td>
<td></td>
</tr>
</tbody>
</table>

**NARRATIVE**

Please use the narrative section to individualize your student's evaluation. The narrative is an important and necessary part of the evaluation. Your comments personalize and clarify for your students the essence of your evaluation of their work. It is important to comment on areas that need work, as well as areas in which the student excels. It is essential for the student and the School to have this section completed.

**NARRATIVE (Fall)**

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

124
NARRATIVE (Spring)

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Student has completed a total of _________________ hours.

Student Signature: ___________________________________ Date: ____________
Fall

Field Instructor Signature: ___________________________ Date: ______________
Fall

Student Signature: ___________________________________ Date: ____________
Spring

Field Instructor Signature: ___________________________ Date: ______________
Spring

This form was adapted from an evaluation form developed by Charles Zastrow, PhD.
<table>
<thead>
<tr>
<th>Student</th>
<th>Field Liaison</th>
</tr>
</thead>
</table>

Agency Field Instructor

Agency

Performance Contract Initiated (Date)

<table>
<thead>
<tr>
<th>Timeframe in which contract is to be completed</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
</table>

Student strengths

Specific areas needing improvement

Expected level of performance

Learning activities assigned to improve performance

Method(s) of evaluation
<table>
<thead>
<tr>
<th>Student's signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Field Instructor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Liaison Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contract performance reviewed (date)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contract successfully completed (date)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contract extended to (date)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contract not met referred to Field Review Committee (date)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student's signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Field Instructor Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Student's Reflective Essay on Fall Semester Practicum

A significant quality of developing a professional self is imbedded in the reflection we do about our work. You have been asked throughout the semester to reflect on your practice behavior, values, ethics, theoretical approach, and social work skills. This last assignment is intended to capture some of these reflections about learning how to do professional social work. Your essay will be evaluated on the relevance and depth of reflection, as well as your use of good writing mechanics, and should be typed double-spaced. This professional development essay is not limited to, but must include the following areas:

I. The Agency:
   a. How did you perceive the agency initially?
   b. How do you perceive the agency now?
   c. What do you see as the strengths in this agency for your learning and practicing social work?
   d. Do you see resources within the agency that have not been utilized for your professional development that could be accessed?
   e. If you had a magic wand, what would you change about this agency and your field practicum?

II. How would you describe yourself:
   a. At the beginning of field practicum?
   b. At the present time?
   c. In terms of any differences between when you started the field practicum and now?
   d. In relationship to workers, clients, the agency and the community as each of these have affected your learning?

III. Review your Learning Contract and describe the progress you have made towards meeting the goals you developed with your Agency Field Instructor. What areas for professional growth do you want to work on during the spring semester, and what do you need from your practicum to make this happen?

IV. What would you:
   a. Like more of in your practicum?
   b. Like less of in your practicum?
   c. How can you make A and B happen?
Field Journal Assignment

Students will complete ten journal entries during the course of the field placement. The length of each entry is not as important as the quality of content. All Field Instructors have been informed that students are to complete journal entries for each week and that they may be completed during field practicum hours. Be aware of confidentiality issues—do not write a client’s real name or any details that would reveal his or her identity. Focus more on your experience with the client/client system.

The format for the journal should begin with a description of an interaction with a client, client system or another professional. After describing the interaction identify the social work skills that were used in the interaction, including skills that might have been helpful, and social work knowledge and values that guided your interaction. Below is a list of essential social work knowledge, values and skills that students are working on developing during their social work education. Use it as a reference for what areas you might address in your journal. A critical component of social work education is developing a professional use of self. The journal entry is designed to help students identify the professional social work skills, knowledge and values that guide their practice.

<table>
<thead>
<tr>
<th>Social Work Knowledge</th>
<th>Social Work Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Service</td>
</tr>
<tr>
<td>Populations as risk &amp; social/economic justice</td>
<td>Social justice</td>
</tr>
<tr>
<td>Human behavior &amp; the social environment</td>
<td>Dignity &amp; worth of the person</td>
</tr>
<tr>
<td>Social welfare and policy services</td>
<td>Importance of human relationships</td>
</tr>
<tr>
<td>Social work practice &amp; interventions</td>
<td>Integrity</td>
</tr>
<tr>
<td>Research</td>
<td>Competence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Work Skills</th>
<th>Focusing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending skills</td>
<td>Verbal following</td>
</tr>
<tr>
<td>Minimal encouragers</td>
<td>Empathetic communication</td>
</tr>
<tr>
<td>Building rapport</td>
<td>Confrontation</td>
</tr>
<tr>
<td>Clarifying</td>
<td>Establishing goals</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>Identifying tasks</td>
</tr>
<tr>
<td>Reflecting feelings</td>
<td>Contracting</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Educating</td>
</tr>
<tr>
<td>Starting where the client is</td>
<td>Reframing</td>
</tr>
<tr>
<td>Probing</td>
<td>Reviewing &amp; Evaluating</td>
</tr>
<tr>
<td>Partializing</td>
<td>Terminating skills</td>
</tr>
<tr>
<td>Seeking concreteness</td>
<td></td>
</tr>
</tbody>
</table>

Students should be mindful of how curriculum introduced in the classroom setting is applicable to situations they are encountering in the field practicum setting and integrate this information as well. A sense of self-awareness should also be reflected in journal entries, exploring both their strengths and vulnerabilities with clients and co-workers.
# Student Self-Assessments

## BSW Student Self-Assessment

<table>
<thead>
<tr>
<th>School of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education Program</td>
</tr>
<tr>
<td>Chico, CA 95929-0550</td>
</tr>
<tr>
<td>Phone: (530)-898-5632 Fax (530)-898-5574</td>
</tr>
<tr>
<td><a href="http://www.csuchico.edu">www.csuchico.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Placement Site</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Faculty Field Liaison</th>
</tr>
</thead>
</table>

The following questions are to be answered in narrative form by the student in an effort to help the student summarize their learning experiences in the field practicum. The strength of the evaluation directly reflects the time and consideration the student contributes to this process. Students are encouraged to address each area of this form, writing a brief statement and providing concrete examples whenever possible.

1. Provide an overview of your practicum learning experiences and a narrative describing the learning gains you made this semester. Include in your response a detailed list of activities, clients served, or other outcomes summarizing your direct and indirect practice experience.

2. Identify any barriers or challenges you faced in striving toward your goals and objectives.

3. Describe the knowledge, skills, and values you learned in your practicum, providing examples illustrating the progress you made in your development as a social worker.

4. Discuss 3-5 strengths you have identified in yourself and areas for growth as a social worker.

5. Additional comments

Reviewed by:

<table>
<thead>
<tr>
<th>Student’s signature</th>
<th>Date</th>
</tr>
</thead>
</table>

| Faculty Field Liaison Signature | Date |

Distribution:
Original: Student's permanent file in the CSU, Chico, School of Social Work office
**School of Social Work**  
**Field Education Program**  
Chico, CA 95929-0550  
Phone: (530)-898-5632 Fax (530)-898-5574  
www.csuchico.edu  

SWRK 632 Student  
Self-Assessment  

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
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<tbody>
<tr>
<td>Placement Site</td>
<td></td>
</tr>
<tr>
<td>Faculty Field Liaison</td>
<td></td>
</tr>
</tbody>
</table>

**Instructions:**  
This is a self-assessment completed by the student summarizing their practicum learning experiences and progress toward attaining their learning goals and objectives. The strength of the self-assessment directly reflects the time and consideration the student contributes to this process. The faculty field liaison ensures that a signed original is placed in the student's permanent file in the CSU, Chico, School of Social Work office.

1. Provide an overview of your practicum learning experiences and a narrative describing the learning gains you made this semester. Include in your response a detailed list of activities, clients served or other outcomes summarizing your direct and indirect practice experience.

2. Identify any barriers or challenges you faced in striving toward your goals and objectives.

3. Describe the knowledge, skills and values you learned in your practicum, providing examples illustrating the progress you made in your development as a social worker.

4. Identify the steps you are taking to address termination with your clients and agency colleagues. Describe your role in facilitating this transition.

5. Comment on the nature and quality of your interactions with your agency field instructor, agency staff, as well as your collaboration with other agencies and community members.

6. From your supervision experience this semester, discuss 3-5 insights you’ve gained regarding your strengths and areas for growth as a social worker.

7. Include the steps you plan to take to address these areas in the near future (next term, next year, or following graduation).

8. Additional Comments

**Reviewed by:**

<table>
<thead>
<tr>
<th>Student's signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Faculty Field Liaison Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>Date</td>
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<td>--------------------------------------</td>
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</tr>
<tr>
<td>Placement Site</td>
<td></td>
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<tr>
<td>Faculty Field Liaison</td>
<td></td>
</tr>
</tbody>
</table>

**Instructions:**
This is a self-assessment completed by the student summarizing their practicum learning experiences and progress toward attaining their learning goals and objectives. The strength of the self-assessment directly reflects the time and consideration the student contributes to this process. The faculty field liaison ensures that a signed original is placed in the student’s permanent file in the CSU, Chico, School of Social Work office.

1. Discuss what you have learned about yourself in field and how you have integrated this into your practice.

2. Discuss your participation in supervision, including strengths that have been identified and barriers that surfaced during supervision and how you addressed those barriers.

3. Discuss your opportunities during your field placement to work with diverse groups and the knowledge and/or skills you developed as a result of your experiences.

4. Identify the steps you are taking to address termination with your clients and agency colleagues. Discuss any insights you have gained or changes you have made in regards to facilitating transitions over the course of your MSW education.

5. Discuss your awareness and use of your position of power in the helping role.

6. Additional comments

Reviewed by:

<table>
<thead>
<tr>
<th>Student’s signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Field Liaison Signature</td>
<td>Date</td>
</tr>
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</table>
Employment Based Field Practicum Proposal

EMLOYMENT-BASED FIELD PRACTICUM PROPOSAL
A student may submit a proposal requesting to complete their field practicum at the agency where he/she has been employed.

GENERAL GUIDELINES
1. The proposal must be designed in such a way that its implementation will facilitate the student’s development as a professional social worker. It is essential to provide opportunities for student’s to pursue and achieve the specific objectives of field instruction at the BSW senior, MSW foundation, or MSW concentration year level.

2. The student should review information outlined in the Field Manual related to placement objectives and requirements and then consult with the Director of Field Education prior to developing the proposal. The manual may be found on-line at: www.csuchico.edu/swrk/programs/field

3. Ideally a student would be assigned to a program/department other than the one where he is employed.

4. The Agency Field Instructor (AFI) must be someone other than the student’s employment supervisor.

5. The proposal should clearly distinguish between the proposed student roles, tasks, or responsibilities and those that are part of the student-employee’s regular employment duties.

Agency Field Instructor Minimum requirements:
- BSW students are required to have an agency field instructor that has a BSW degree post two years. Some limited exceptions are made to this requirement. If there is not a BSW available to supervise students, agencies may secure an off-site field instructor or work with the School of Social Work to identify a qualified field instructor.
- MSW students are required to have an agency field instructor that has an MSW degree post two years. If there is not an MSW available to supervise students, agencies may secure an off-site field instructor or work with the School of Social Work to identify a qualified field instructor.

The field instructor must be someone other than the student’s employment supervisor. Careful thought should be given to the nature of the student’s relationship with the person being proposed as field instructor with regard to potential conflicts of interest, e.g. a co-worker who has become a friend would not be appropriate. The proposed field instructor must submit a current resume or a Field Instructor Application, found at www.csuchico.edu/swrk/programs/field. The field instructor will agree to attend a fall field instructors’ training or complete the field instructor on-line orientation. The employment supervisor is also encouraged to complete the field orientation to increase their understanding of the field requirements.

If the employing agency does not already have an established contract with the CSU, Chico School of Social Work, an agency profile will need to be completed and can be found at www.csuchico.edu/swrk/programs/field. Once the agency profile is submitted, the Director of Field Education will make a site visit. A Service Learning Contract will be required between the proposed field education site and the CSU, Chico School of Social Work. This contract must be in place prior to a student starting their placement at the proposed employment agency. Early completion of information is encouraged to ensure that there will be time to visit the agency, have the Affiliation Agreement signed, review the internship proposal, make any revisions necessary, and approve it in advance of the fall semester. Please be advised that the contract process may take 60-90 days to complete.
INSTRUCTIONS: TYPE OR PRINT LEGIBLY IN BLACK INK ONLY. Please complete this application and either mail it to the CSU, Chico School of Social Work, Director of Field Education at the above address or email it to Patty Hunter at phunter@csuchico.edu.

Please check applicable status:

( ) BSW    ( ) MSW Foundation Year    ( ) MSW Concentration Year

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
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</thead>
<tbody>
<tr>
<td>Student #</td>
<td>Phone</td>
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Agency

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<th>Agency</th>
<th>Program</th>
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Agency Address

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
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Agency Phone

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<th>(      )</th>
<th>Alternate Phone</th>
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</table>

During the student's work week, please describe the following:

<table>
<thead>
<tr>
<th>Job tasks &amp; skills of job for which you currently are responsible or attach job description</th>
<th>Internship tasks &amp; skills to be done/learned as an intern in the field work setting</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Circle days student is employee:  M    T    W    Th    F    Sa    Su

Circle days student will be in field:  M    T    W    Th    F    Sa    Su
The second part of your employment-based field practicum proposal is to complete the following questions. You should discuss these issues with your prospective field instructor, your current job supervisor and anyone else in the agency that will be responsible for facilitating your employment-based internship.

1. Please Describe your reasons for requesting an employment-based field practicum?

2. How will the field placement be different from your regular job? Include information on different duties, client population, location, supervisors, and any other factors that will differentiate the job from the placement.

3. How will the employment-based practicum allow you to develop professional social work competencies? i.e. please describe the NEW skills you will be developing?

5. Describe your understanding of how the agency plans to allow you to "be a student" during the field placement portion of your job. (i.e. reduced caseload, extra training, ability to engage in activities relevant to the Learning Agreement but that may not be a normal part of the job itself, etc.)

6. I have discussed with my prospective field instructor the need for a minimum of one hour per week of individual field supervision YES  NO  
Check here if your agency does not have a BSW (BSW students only) or MSW that can provide supervision  

7. I understand my field instructor will need to complete a field instructor training orientation YES
Before submitting this form to the Field Director, please provide a copy of your proposal to your

- prospective field instructor
- employment supervisor for your current job,
- prospective task supervisor (if any) and the
- agency director

By our signatures, we certify that we have read through this application, and that we agree to offer an employment-based field practicum and work with the CSU, Chico School of Social Work to provide an educationally-focused field placement for the above named student.

<table>
<thead>
<tr>
<th>Proposed Field Instructor’s Signature</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Phone ( )</th>
<th>( ) BSW ( ) MSW ( ) LCSW</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature/Approval of Organization’s Director</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Phone ( )</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Phone ( )</th>
</tr>
</thead>
</table>

I certify that the above named student met employment expectations during their last performance review. I have reviewed the proposal and will support the student in the internship as described in this proposal.

<table>
<thead>
<tr>
<th>Current Employment Supervisor’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Phone ( )</th>
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</thead>
</table>

( ) MSW ( ) Other *(please specify)* __________________________
Employment Based Practicum Release of Information

Employment-Based Practicum Release of Information

I, ____________________________________________ being currently considered for placement by
California State University, Chico to the position of Student Intern with:

(Placement Agency)

I understand that by signing this waiver I am authorizing my employer/placement agency to release to the
School of Social Work information regarding my performance, if said performance results in termination from
my field practicum. The School of Social Work may consider this information in rendering a decision about my
continued participation in the field practicum course.

I do hereby agree to hold such employers/agencies, references, persons, etc., harmless from liability for
releasing said information.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Agency Field Instructor Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Agency Director Signature</th>
<th>Date</th>
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APPENDIX
# Student Remediation Plan

**California State University, Chico**  
**School of Social Work**  
**Student Remediation Plan**

<table>
<thead>
<tr>
<th>Date:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Review Committee Members:</th>
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<table>
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<tr>
<th>Brief Description of circumstances that led to referral of student to Student Review Committee</th>
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## Nature of the Problem | Supportive Evidence of the Problem

| Professional Identity & Conduct | Unable to prioritize responsibilities and complete tasks assigned  
Unprofessional boundaries with clients  
Unprepared for supervision |
|---------------------------------|--------------------------------------------------------------------|
| Failure to apply social work ethics and principles | Unable to recognize personal biases  
Lack of respect for client self determination |
| Inability to apply critical thinking to inform and communicate professional judgments | Poor written communication skills as evidenced by ........  
Poor oral communication skills as evidenced by ........  
Unable to integrate multiple sources of information and knowledge in problem solving |
| Difficulty engaging diversity and difference in practice | Lack of self awareness around personal bias  
Inability to work with persons different from self |
| Unresponsive to contexts that shape practice | Inability to accept and utilize constructive criticism as evidenced by ......  
Unable to transfer knowledge from one situation to another |
| Not able to demonstrate mastery of basic skills | Lacks empathy with clients  
Does not prepare for group |
Other circumstances/concerns not identified above:

<table>
<thead>
<tr>
<th>Recommend Dismissal from Social Work Program</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Recommend Alternative Plan with remediation</td>
<td>Yes</td>
<td>No</td>
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**Remediation recommendations:**

- Volunteer with xxxx population to increase empathy and understanding of population
- Seek counseling for personal and/or academic concerns
- Reduce outside work hours if possible

**Timeframe for remediation efforts:**

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To the Student: “Getting Started”

The following are some ideas that may be useful in beginning a practicum. You may add or subtract from this list to meet your needs. It is a good idea to consider these items to help in your orientation:

1. What questions do you have for your AFI? What have you forgotten to ask or discuss since you met last spring? What questions do you have about the agency as a whole?

2. Make a list of your goals. Be prepared to answer why these are important to you.

3. Be prepared to talk about your past, including your motivation for choosing social work in general and why you specifically asked for your placement agency. Bring a copy of the resume submitted at the interview, as the AFI may be someone new.

4. Begin to formulate a personal approach to social work (e.g. strengths perspective, practice skills, cultural competence, a professional relationship with clients, and so on). What books, lectures notes, or articles might be relevant now? Frequently staff are interested in what a student is learning, so share what is happening in classes.

5. Be prepared to take the initiative. If the orientation is not meeting your needs, don’t wait for something to happen. Agency personnel are usually more impressed by students who can take charge and are self-starters. Remember that first impressions are important; so even though you are new, let your AFI and others know what your needs are.

Some suggestions of what a student can ask for when things are slow:

   a) Files or cases to read
   b) Policy manuals to ready
   c) Sit with staff doing intakes, screenings, or interviews; attend staff meetings
   d) Introduce yourself to the secretaries, receptionist, and other staff
   e) Go to court presentations
   f) Make home visits with staff
   g) Conduct informal interviews with staff
   h) Volunteer to do tasks and ask for work
   i) Find out what are the most serious issues, demands, and service priorities

It may sound funny, but you must determine the line between seeming to be greatly interested in your agency and being a pest! It is probably better to err on the side of being a “pest,” than to appear disinterested or apathetic.

6. During the first week, ask the AFI what specific plans have been made for your orientation and write them down unless they are in your contract. Don’t be timid about offering your ideas.

7. Make a list of all staff and their responsibilities, and memorize it.
8. Determine office norms, including dress styles, coffee breaks, lunch arrangements, social events and other important but informal procedures. Don't forget to ask if there's a standard coffee or snack contribution.

9. Obtain an appointment book and always write in all the upcoming events, due dates, etc.

Always Be On Time

10. Try and make a schedule so you can talk to all staff members individually. Have a prepared list of questions in your mind.

11. Learn office routines:
   a. Checking in/out
   b. Use of car and mileage
   c. What the secretary does versus what staff does (e.g. typing reports, dictation, filing)
   d. Use of dictionary
   e. Keeping records and statistics
   f. Getting office supplies
   g. Policies for use of the phone and calling long distance

12. Know what special rules apply to you as an student:
   a. Be sure to ask your AFI how you are to be identified, i.e., student, social worker
   b. Access to records and files
   c. Keys
   d. Office and desk space
   e. How your hours are logged
   f. Special duties and hours
   g. Training hours
   h. Confidentiality
   i. Mandated reporting

13. Make a list (or find one that's provided) of all the local resources your agency uses.

14. Know whom to contact if your AFI is called away, as well as who is available for information on an informal basis.

15. Let your AFI know you are eager to visit other agencies that are involved with your placement to get a broad perspective of the community resources and service delivery systems.

16. Ask if you may attend relevant community meetings such as school boards, city councils, task forces, ad hoc committees, etc.

17. Be patient. The orientation process is often slow. It takes time for the agency to build enough confidence in students to assign cases. Please see the Liaison or Director of Field Education during office hours if you are having trouble in your practicum. Don't wait too long before coming in if you think there is a real problem.
Safety Guidelines
California State University, Chico – School of Social Work

The following guidelines are offered as basic safety tips for students in field practicum settings:

- Review the Agency’s written policies and procedures regarding home visits, as well as other safety related issues. Ask a staff member familiar with the community to personally orient you.

- Be familiar with your environment: entrances, exits, places to avoid, as well as safe places. Project an image of knowing where you are going and what you are doing, even if you don’t. The last thing you want to do is look preoccupied, distracted or lost.

- Observe how clients are dressed and their body language. Are they wearing coats, jackets or other clothing that may conceal a weapon?

- Always be sure you have enough gas in the vehicle you are driving, and carry with you either a cell phone or change to place several calls at all times. Also carry agency contact numbers in case of a vehicle breakdown. Know the procedure for getting emergency assistance from your agency.

- Visit at times of high activity, such as 8:00 a.m. to 10:00 a.m. or 2:30 p.m. to 4:00 p.m., when children in the home or neighborhood are going to school or are getting out of school.

- Select a time when people who are known to be violent are out of the home.

- Be mindful that your own clothing and jewelry not misrepresent you or put you at risk for being a target for a crime, such as wearing expensive jewelry or clothing that could be interpreted as provocative or reflective of gang membership.

- If it seems appropriate in the community and the client or family agrees, walk around the neighborhood, visit the park together or sit on the porch with the family from time to time, so others can see that you are there with the client’s permission.

- While protecting the client’s confidentiality, be prepared to answer questions simply and directly pertaining to who you are, what you are doing and why you are with the client. This may be important in demonstrating to neighbors that you are not a salesperson, missionary, police officer or even a new drug dealer in the neighborhood.

- ALWAYS let the staff at the Agency know where you are going and when you will return.

- Call clients ahead of your visit to let them know to expect you at a certain time. Ask them to contact the Agency if you are late.

- At the door, listen before you knock. If you hear sounds that convey a threatening situation is going on, leave immediately.

- Stand to one side of the door when you knock, not directly in front. Do not accept invitations such as, “Is that you? Just come in”. Identify yourself and ask the occupant to come to the door to let you in.
Once inside, be alert and observant of your environment. Are there any weapons around? Are drugs being used in the home? Is someone intoxicated and physically acting out? In such cases, inform your primary client that you cannot remain and try to reschedule the visit. Regardless, get out.

If a client or family member’s language or behavior begins to escalate, do not get physical.

If you are in a situation that is escalating:

**DIVERT**  
Refocus the attention to another subject. Change seats. Ask for a cup of water.

**DIFFUSE**  
Using a clear, confident tone of voice, convey you agree with the person and how they feel they have been treated. Assure them they are safe.

**DELAY**  
Ask to postpone your discussion, or “practice strength in numbers” by calling for back up assistance if the situation requires you remain in the home, - OR-

**LEAVE**

While none of us like to think of the possibility that any of the aforementioned will happen to us, taking safety precautions and paying attention to the environment we are working in is a critical aspect of home-based work and being effective as a social worker in the community.

Many agencies offer safety training related to home visits as well as training in de-escalating potentially violent clients. You are encouraged to participate in these trainings when they are offered.

If you have questions or need further guidance, contact your Agency Field Instructor, your Field Liaison, or the Director of Field Education.

(These sections were adapted from Tulane University, the University of Alaska, Anchorage, and Virginia Commonwealth University.)
NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important, and which outweigh others in instances of conflict. Reasonable differences of opinion can, and do, exist among social workers when ranking the order of values, ethical principles, and ethical standards. Ethical decision-making in a given situation must include the informed judgment of the individual social worker, and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit, as well as the letter, of this Code.

In addition to the NASW Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that
among codes of ethics, social workers should consider the **NASW Code of Ethics** as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values, as well as cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values, and deal with those conflicts responsibly. For additional guidance, social workers should consult the relevant literature on professional ethics and ethical decision-making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies, or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The **NASW Code of Ethics** is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes, or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The **NASW Code of Ethics** reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

### Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

Ethical Principle: *Social workers’ primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with, and on behalf of, vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of
poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression, and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; an equality of opportunity; and meaningful participation in decision-making for all people.

**Value: Dignity and Worth of the Person**

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations and communities.

**Value: Integrity**

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards; and practice in a manner consistent with them. Social workers act honestly and responsibly, and promote ethical practices on the part of the organizations with which they are affiliated.

**Value: Competence**

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Many of the standards that follow are enforceable guidelines for professional conduct. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. **Social Workers' Ethical Responsibilities to Clients**

1.01 **Commitment to Clients**
Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may, on limited occasions, supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent
(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence
(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures, and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients, and they are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered the client, and the nature of the social worker’s professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients), should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(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 or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose;
revealing only information that is directly relevant to the purpose for which the disclosure is made.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and, when feasible, the potential consequences, before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or with client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of the client’s right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested, and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship, and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order, limit the order as narrowly as possible, or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality, and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information, or there is a compelling need for such disclosure.
(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the that client. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client, should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in the client’s files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives, or other individuals with whom clients maintain a personal relationship, has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers, not their clients, who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual, and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.
1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to the client’s ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore, and may participate in, bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services and the professional relationship with clients when such services and relationships are no longer required or no longer serve the client’s needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation, and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the client’s needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services, as well as the benefits and risks of the options.
2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUE

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to a colleague’s level of competence or to an individual’s attributes, such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand the social worker’s obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole, and of its individual members, should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social worker’s own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about their colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about a client, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer a client to another professional when the other professional’s specialized knowledge or expertise is needed to fully serve the client, or when a social worker
believe that they are not being effective or making reasonable progress with a client and that additional service is required.

(b) Social workers who refer a client to another professional should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer a client to another professional should disclose, with the client’s consent, all pertinent information to the new service provider.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague, have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties that interferes with practice effectiveness, should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness, and that the colleague has not taken adequate steps to address the impairment, should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence, should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about a colleague’s unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These procedures include policies and
procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague, when feasible, at a time when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of, or potential harm to, the supervisees.

(d) Social workers who provide supervision should evaluate a supervisee’s performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence, and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate a student’s performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing
Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer
(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with, and encourages compliance with, the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agency’s policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of a social worker’s
ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organization’s practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base their practice on recognized knowledge, including empirically based knowledge relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
4.05  **Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance, or to jeopardize the best interests of clients for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance, should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in their workload, terminate their practice, or taking any other steps necessary to protect clients and others.

4.06  **Misrepresentation**

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies or the public, of their professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07  **Solicitations**

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08  **Acknowledging Credit**

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5.  **SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

5.01  **Integrity of the Profession**

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
University Policies

California State University, Chico wants you to be aware of the following policies and issues, which affect you and the quality of life in our community. Please take the time to read and consider carefully the full implication and intent of these policies. You are expected to abide by them and contribute to your own well-being and that of this University by careful attention to them.

California State University, Chico has a moral responsibility to maintain an environment that is nurturing, encourages intellectual growth, and fosters mutual respect among cultures and individuals resident on our campus.

Any CSU, Chico student or applicant for admission to CSU, Chico has the right to be free from discrimination, harassment and retaliation. Executive Order 1045 outlines the process for inquiries and investigation and for filing of complaints. EO 1045 can be found at http://www.calstate.edu/EO-1045.html. Students/applicants with concerns or complaints should contact Student Judicial Affairs, Kendall Hall, Room 118.

Information on complaint and/or grievance procedures regarding the nondiscrimination policy and affirmative action policy or law is available from the office of Student Judicial Affairs, KNDL 118, 530-898-6897 or the Director of Equal Opportunity and Dispute Resolution, KNDL 222D, 530-898-6771.

Policy on Nondiscrimination and Affirmative Action in Employment and Education

California State University, Chico establishes this policy in recognition of its educational mission, its social concerns, its responsibility for the personal development of individuals, and its concern for the rights of individuals.

CSU, Chico will comply with federal and state regulations relating to affirmative action and nondiscrimination obligations. The University will provide equal opportunity in education and employment for all qualified persons; prohibit illegal discrimination based on age, race, religion, color, national origin, sex, gender, Identity and expression, sexual orientation, marital or veteran status, pregnancy, medical condition and disability; and promote the full realization of equal education and employment opportunities through a positive and continuing program of affirmative action for the University as a whole and for each constituent unit.

This policy governs all University educational and employment practices and procedures including, but not limited to, recruitment, employment, enrollment, rate of pay or other compensation, advancement, reclassification, promotion, financial aid, demotion, renewal, non-renewal, termination, dismissal, transfer, layoff, leave, training, employee benefits, grading and program access.

It will be a violation of this policy to dismiss, discharge, expel, penalize, discipline, harass, adversely alter academic grades or otherwise discriminate or retaliate against any student, faculty, or staff member because he/she has opposed any discriminatory practice, filed an internal or external complaint of discrimination, or testified or assisted in any proceeding in accordance with this policy.

Responsibility and authority for the dissemination and implementation of this policy lies ultimately with the president of the University with the support of University administrators, faculty, and staff, and with assistance from the Chief Diversity Officer. Practically, the responsibility and authority to act affirmatively to provide equality of opportunity in education and employment lies with all who are in
decision-making positions within the University. The University will commit appropriate resources and create a supportive atmosphere for the implementation of this policy.

**Nondiscrimination Policy Regarding Individuals with Disabilities**
California State University, Chico is committed to the full inclusion of individuals with disabilities in all educational and operational aspects of campus life. In accordance with Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, CSU, Chico adopts this policy of nondiscrimination to ensure that any person with a disability will not, on the basis of that disability, be denied access to or enjoyment of any program, service, or opportunity provided by the campus. (Reference: [EM 07-09](#) for the full text.)

**Employees:** Through its administrative representatives, CSU, Chico will recruit, hire, train, advance, and promote individuals in all job classifications without regard to physical or psychological disability.

**Academic Programs:** As an institution of higher education, the University will provide reasonable accommodations to students with disabilities in campus-sponsored academic programs, activities, and services unless such provision would impose an undue hardship on the University as described by law or cause a fundamental alteration of the course, program, activity, or service.

**General Public:** At University-sponsored events, CSU, Chico will provide reasonable accommodations to members of the general public with disabilities unless doing so would create an undue hardship as described by law or cause a fundamental alteration of the program, activity, or service.

**Policy Implementation:** The authority and responsibility for assuring compliance with this policy rests with the University President. General oversight has been delegated to the Director of the Accessibility Resource Center, which is responsible for providing information and services and for monitoring campus compliance relating to disability issues. Questions or concerns regarding this policy or accommodations for faculty, staff and students may be referred to the Director of Employment Practices/Dispute Resolution. Detailed information and assistance regarding accommodations for students may be obtained from the Accessibility Resource Center. Information regarding accommodations for public individuals may be obtained from the Public Events Office.

It will be a violation of this policy to dismiss, discharge, expel, penalize, discipline, harass, adversely alter academic grades, or otherwise discriminate against any student, faculty, or staff member because he/she has opposed any discriminatory practice, filed an internal or external complaint of discrimination, or testified or assisted in any proceeding in accordance with this policy.

**Faculty and Student Relations**
Faculty and students are strongly discouraged from entering into consenting romantic or sexual relationships while the faculty member is in a position of evaluation or supervision of the student or in the likelihood that such an academic connection will exist in the foreseeable future. No faculty member, teaching assistant, research assistant, department chair, dean, or other administrative officer should vote, make recommendations, or in any other way participate in the decision of any matter which may
directly affect the academic status, evaluation, employment, or promotion of a student with whom he or she has or has had a sexual or romantic relationship.

**Sexual Harassment and Sexual Violence (Title IX)**
Title IX of the Educational Amendments of 1972 and certain other federal and state laws prohibit discrimination in educational institutions receiving federal funds. Title IX forbids sex discrimination in all university student services and academic programs. Title IX also forbids discrimination because of gender in employment and recruitment consideration or selection, whether full time or part time under any educational program or activity operated by an institution receiving or benefiting from federal financial assistance. Areas covered under Title IX include, but are not limited to admissions, financial aid, employment, health services, counseling, recruitment consideration/selection, athletics, housing, and grading.

California State University, Chico will not tolerate any kind of gender-based discrimination, sexual harassment, or violence toward students, faculty, staff or other members of the university community.

**Sexual Harassment**, as defined in California Education Code §212.5, consists of both non-sexual conduct based on sex or sex-stereotyping and conduct that is sexual in nature, and includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature where:

Submission to, or rejection of, the conduct by the Student is explicitly or implicitly used as the basis for any decision affecting the Student's academic status or progress, or access to benefits and services, honors, programs, or activities available at or through the University; or

The conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the Student, and is in fact considered by the Student, as limiting the Student’s ability to participate in or benefit from the services, activities or opportunities offered by the University.

**Sexual Violence** is a form of Sexual Harassment. Sexual Violence means physical sexual acts (such as unwelcome sexual touching, sexual assault, sexual battery and rape) perpetrated against a Student without consent or against a Student who is incapable of giving consent due to Age, Disability, or use of drugs or alcohol.

**Assistance filing a report of harassment or violence**: Students who believe they have been harassed should seek information and/or assistance through the Director of Student Judicial Affairs, located in Kendall Hall room 118, or by phone at (530) 898-6897. The Director for Student Judicial Affairs will report cases of alleged sexual harassment/violence to the Title IX coordinator. The CSU policy for handling discrimination, harassment, and retaliation complaints, pursuant to Executive Order 1074.

**Violence and Threats of Violence Prohibited**
The University has zero tolerance for and prohibits violence or threats of violence against any member of the University community.

Violent acts or threats of violence by any University employee or student are subject to disciplinary action up to and including dismissal from employment, expulsion from the University, and civil or criminal prosecution, as appropriate. Disciplinary action shall be conducted in accordance with appropriate University policies (see EM 02-116 for detailed information on this policy and the Campus Violence Prevention Program).
It is the responsibility of every administrator, faculty member, staff member, and student to take any threatening behavior or violent act seriously and report it directly to the University Police. When confronted by an imminent or actual incident of violence, or a threat of possible violence, on campus, call 9-1-1. When appropriate, the Chief of Police shall convene the Campus Violence Consultation Team.

**California Whistleblower Protection Act**

Employees and applicants for employment alleging retaliation for having made a protected disclosure under the California Whistleblower Protection Act may contact Human Resources at (530) 898-6771.

**Access and Academic Rights and Development**

California State University, Chico is committed to achieving improved access to the educationally or economically disadvantaged and to provide academic development opportunities as an integral component of its mission.

**Student Rights & Responsibilities**

Students’ rights and responsibilities are discussed in the Speech and Advocacy Guidelines and the [Code of Student Rights and Responsibilities](#), which delineate standards and policies of mutual respect and behavior.

Inappropriate conduct by students or applicants for admission is subject to discipline as provided in sections 41301 through 41304 of Title 5, California Code of Regulations. A complete reading of these sections can be found under [CSU System Policies and Regulations](#) in the *University Catalog*. In addition, the [Code of Student Rights and Responsibilities](#) describes informal and formal opportunities for due process in the case of student discipline. (Reference: EM 08-040 and EO 1073.) For these documents and more information, call Student Judicial Affairs, Kendall Hall, room 118, (530) 898-6897.

**Academic Honesty**

Chico State faculty expect students to maintain a high standard of academic integrity. If you are unclear about a specific situation, ask your instructors. They will explain what is and is not acceptable in their classes.

If a student is thought to be cheating and charges are brought, the process can result in severe consequences, ranging from failure in an individual course to long-term suspension from the University and denial of a degree.

Academic dishonesty, generally, is taking credit for work which is not your own, or attempting to receive credit or improve a grade through fraudulent or deceptive means. Examples include taking information from or providing information to another student, plagiarism, or altering a grade or record.

Consult the Policy on Academic Integrity, which is found in [Executive Memorandum 04-036](#) for complete definitions, which is available on the Student Judicial Affairs website. Copies of the [Code of Student Rights and Responsibilities](#) and answers to questions about academic honesty may be obtained in the office of Student Judicial Affairs.

**Student Grievance Procedures - Complaints Against Faculty, Staff, or Student**

Students who believe they are victims of unfair policies or practices at California State University, Chico
can bring their concerns to the office of Student Judicial Affairs. The office is available to provide students the opportunity to resolve problems arising from actions taken on behalf of California State University, Chico in a fair, uniform, and orderly manner. Most student complaints can be resolved on an informal basis by the office. Should the situation be unresolvable through informal means, the student may invoke formal grievance proceedings. Formal Student Grievance Procedures are provided in EM 05-10. You may get a copy of this memorandum from the Office of Student Judicial Affairs.

**Complaints Against the Institution**
The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, Chico campus, you may present your complaint as follows:

If your complaint concerns CSU, Chico’s compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at [http://www.wascsenior.org/comments](http://www.wascsenior.org/comments). WASC is the agency that accredits the CSU's academic program.

If your complaint concerns an alleged violation by CSU, Chico of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the university or designee at Student Judicial Affairs. The designee will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the president or designee, or by WASC, you may file an appeal with the Associate Vice Chancellor, Academic Affairs at the CSU Chancellor’s Office. This procedure should not be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaint.

**Privacy Rights of Students In Education Records**
The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students’ privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student’s written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations.

Copies of these policies and procedures may be obtained at the Office of the Registrar, SSC 110, California State University, Chico, Chico, California 95929. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing
copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying what information the student requests not be released. Written objections for current students should be submitted through the student's Student Center account. Students not currently enrolled should send written objections to the Office of the Registrar, California State University, Chico, Chico, California 95929.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus’s academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

Student Persistence Information
CSU, Chico is among the highest student persistence and graduation rates in the CSU system. Specific information on persistence and graduation rates is available from the Office of Institutional Research, 530-898-5623.

Health Insurance for Students
The University recommends that you have adequate health insurance to cover the cost of medical care in Chico which is beyond the scope of the Student Health Service. If you are not covered under a health insurance plan which provides coverage in Chico (the nearest Kaiser facility is 100 miles away), we recommend purchasing the low-cost accident and health insurance plan through the Student Health, which is designed specifically for CSU, Chico students.

Immunization Requirement
The California State University requires all new students born after January 1, 1957 to present proof of measles and rubella immunizations in order to register for classes. You are required to file a Student Immunization Certification form, which summarizes your immunization record or permits you to request an exemption on specific grounds. This form is available from Student Records and Registration in the Office of the Registrar, SSC 110, and, once completed, should be returned there.

Military Selective Service Requirement
The federal Military Selective Service Act (the "Act") requires most males residing in the United States to
present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959 may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at http://www.sss.gov/.

**Student Organizations Policy**

University recognition is a privilege granted to student organizations by the University. Recognized organizations are afforded access to campus resources and in turn agree to comply with regulations and procedures established for the governance of student groups.

Recognition of a student organization creates an official relationship with the University. It in no way implies that California State University, Chico approves of, supervises, sanctions, or takes responsibility for the actions and activities of the organization. While the University does not encourage or condone illegal or dangerous activities, individuals involving themselves in student organizations do so at their own risk.

No individual student or student organization may engage in or plan any activity that may be defined as "hazing." The California Education Code defines hazing as "any activity which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace." In addition, no individual or organization may, by physical or mental stress or by subtle or covert technique, impair, make captive, or destroy an individual's freedom of thought or choice.

The policy does not supersede regulations set forth by federal, state, or trustee action, nor impede any additional restrictions or criteria from being implemented by the University. The University president maintains the right to withhold recognition and modify the policies governing recognition.

Student organizations benefit from the use of University facilities, equipment, services, and resources and participation in University activities and programs. Recognized organizations are eligible for funding from the Activity Fee Fund and the Student Program Committee following established procedures.

Complete copies of policies relating to the recognition of student organizations are available in the Student Life & Leadership, SSC 190, or on the Web at http://www.csuchico.edu/sll.

**Student Travel Policy**

Students engaged in University-sponsored group activities (such as forensics, musical groups, athletics) will advise their instructors of their anticipated absences associated with the activity as early as possible in the semester and of any unscheduled absences as soon as those are known. Early in the semester, advisors for student-related University-sponsored activities must impress upon their students the
necessity of advising faculty about the possibility of anticipated/unanticipated absences. Faculty, appropriately notified, will clearly identify for students the consequences of absences in the evaluation process and will provide students with the opportunity to make up the missed classwork and assignments, when possible.

Use of Computing and Communications Technology

Executive Memorandum 97-018, Policy on Use of Computing and Communications Technology for staff and students, and Executive Memorandum 07-001, Policy on Use of Computing and Communications Technology for Faculty, set forth users' rights and responsibilities and are designed to address related access, use, and privacy issues in a way that meets the university's legal responsibilities, assures the maintenance of the campus network systems, and treats the campus community with respect. The policies include all systems/resources for local, departmental and central university-wide facilities and apply only to institutional data and equipment. This policy assumes as a condition of use the exercise of common sense, common courtesy, and a respect for the rights and property of the university and other users. For a complete copy of the policies please refer to http://www.csuchico.edu/ires/policies/netiquette.shtml.

Computer-Related Crimes and Policy

Recent legislation (Section 502 of the Penal Code) provides that students, who commit certain computer-related acts, if done knowingly and without permission, are subject to arrest and University discipline. These acts include the following:

Accessing or assisting in accessing or causing to be accessed, adding, altering, damaging, deleting, destroying, or otherwise using any data, computer, computer system, computer network, computer services, computer software, or computer programs to either a) devise or execute any scheme or artifice to defraud, deceive, or extort or b) to wrongfully control or obtain money, property, or data. Unlawful acts also include taking or copying any data or supporting documentation; disrupting or denying computer services to an authorized user; or introducing any computer contaminant into a computer system or network.

For more information on this issue, consult the office of Student Judicial Affairs, Kendall Hall, room 118, (530) 898-6897.

Campus Facilities Use

Instructional use of the campus is coordinated though Academic Publications and Scheduling Services (APSS) and Facilities Reservations (FRES). Recognized Student Organizations can reserve facilities through either the Student Life and Leadership Office (SLL) in SSC 190, (530) 898-5396 or for BMU facilities through the BMU Conference Services Office in BMU 102, (530) 898-6414. Reservations include both outdoor as well as indoor facilities. Contact either office for more information regarding campus facility use policies and procedures.

Trinity Commons: The area between Trinity Hall and the Bell Memorial Union is designated as Trinity Commons. Reservations and policy for its use are handled by the SLL (SSC 190, 530-898-5396). Members of the University community and their guests may use the area for the expression of ideas, opinions, and viewpoints. Impromptu use is permitted any time during daylight hours, and reservations may be made.
by recognized student, faculty, or staff organizations in the SLL. Any use of the area requiring amplification must be approved in advance.

Table Space: Recognized student organizations may reserve tables in the Bell Memorial Union at the University Information Center, located at the north entrance of the BMU building, (530) 898-4636. Permits for table space outside the BMU are available in the Student Life & Leadership Office, SSC 190. Commercial activity is not permitted unless a recognized organization is conducting it for the benefit of the group. Food sales are strictly regulated as to the types of products permitted. Call the SLL for details, (530) 898-5396.

Permits also are available for table and distribution space at fall and spring registration. Recognized organizations may also reserve other campus space on a space-available basis, per standard campus utilization policies and procedures. Call the SLL for complete details, (530) 898-5396.

Animal Welfare Policy
California State University, Chico will comply with all applicable provisions of the Animal Welfare Act and other federal and state statutes and regulations relating to animals. This policy, which will guide the University in the care and use of animals, is applicable to all research, research training, teaching, experimentation, biological testing, and related activities involving live, vertebrate animals conducted at CSU, Chico or at another institution as a consequence of our sub-granting or subcontracting such activity. The University Animal Care and Use committee acts as the inspection and enforcement arm of the animal care and use program. Consult the Office of Sponsored Programs for further information.

Alcohol and Drug Education
The Campus Alcohol and Drug Education Center (CADEC) is located in the University Center. Peer counselors there provide information to students which enables them to make responsible choices regarding alcohol and other drugs. More information is available about their programs, and information services in a separate brochure and on the Web at http://www.csuchico.edu/cadec/.

The Faculty and Staff Assistance Program provides information and referrals to employees with alcohol or drug problems, in addition to a range of other services.

Alcohol Policy
Alcohol is not sold or permitted on the campus. State law prohibits persons under the age of 21 to possess or use alcoholic beverages. It also is a violation of state law to furnish alcoholic beverages to anyone under the age of 21.

Executive Memorandum 99-011 states that “The possession and consumption of alcoholic beverages on the California State University, Chico campus or in campus-owned facilities is generally prohibited as a matter of institutional policy.”

Possession, transportation, or consumption of alcoholic beverages is prohibited in all on-campus residence halls, including exterior grounds, lawns, and parking lots. Violators will face disciplinary action, including required attendance at Alcohol Education classes, performance of service hours, probation, termination of their housing contract, or possible suspension from the University. For complete
information, contact Student Judicial Affairs at (530) 898-6897 or University Housing and Food Services (UHFS) at (530) 898-6325.

No student-sponsored group or organization may expend any Associated Students Activity Fee funds for the purchase of alcoholic beverages. For further information on the University Alcohol Policy, call the office of the Vice President for Student Affairs, (530) 898-6131.

**Drug Policy**
The California State University Board of Trustees has established specific violations for which students may be subject to sanctions, including expulsion, suspension, and probation. Students will be disciplined for violations including the sale or knowing possession, on campus property, of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully permitted for the purpose of research, instruction, or analysis.

**Smoking Policy**
The University recognizes the harmful effects of smoking and involuntary contact with smoke. Smoking is prohibited in all University facilities (except for living quarters with open-air system designs) and within 25 feet of building doorways, windows, breezeways, and awnings. This prohibition also includes University vehicles. Students are required to comply with this policy during their enrollment at the University. For complete text, see [Executive Memorandum 02-108](#).
Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.
1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,1 human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.
1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.
1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

1 These six value elements reflect the National Association of Social Workers Code of Ethics.
2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics\(^2\) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;\(^3\)
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple


factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes
identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**
Social workers
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**
Social workers
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**
Social workers
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**
Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods
in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

**Educational Policy M2.2—Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

**Accreditation Standard B2.0—Curriculum**

The 10 core competencies are used to design the professional curriculum. The program

- **B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
- **B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
- **B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

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B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education
The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.
2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.5

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

**Accreditation Standard 3.1—Diversity**

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

**Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

**Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admissions**

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding
advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Adviseement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a
master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.
The program identifies the field education director.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for
achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

4.0.4 The program uses Form AS 4 (E) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.

4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.