BSW/MSW

PRACTICUM EDUCATION HANDBOOK

AY 2026/2027

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LAND ACKNOWLEDGMENT

We acknowledge and are mindful that Chico State stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land, the flora, the fauna, and the waters that run through campus.

We are humbled that our campus resides upon sacred lands that since time immemorial have sustained the Mechoopda people and continue to do so today.

LETTER FROM THE DIRECTOR OF PRACTICUM EDUCATION

To All Practicum Instructors, Students, and Faculty Liaisons:

The purpose of the Practicum 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. 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 practicum 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 journey 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 practicum education experience. It is our goal to provide a quality practicum education experience to each student and practicum instructor, so please contact your Faculty Liaison or the Director of Practicum Education with any questions or concerns you may have.

We hope your practicum experience will be both challenging and rewarding!

Patrick Borel

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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 OF SOCIAL WORK FACULTY & STAFF

Please visit the School of Social Work – About Us webpage for full Faculty and Staff information.

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SCHOOL MISSION, GOALS, AND COMPETENCIES

Mission of the School of Social Work at CSU, Chico

The California State University, Chico School of Social Work acknowledges the Mechoopda lands on which it resides, our commitment as a Hispanic Serving Institution, and our surrounding rural and extended communities. Our priorities align with the University's mission by providing a rich experiential learning environment through our signature pedagogy, practicum education. We are committed to providing accessible and high-quality education to diverse students within rapidly changing social, political, and physical environments. We strive to center the student experience through anti-oppressive approaches as students develop into ethical social work practitioners in pursuit of social, economic, racial, and environmental healing and justice in service to others.

Statement of Inclusivity for the School of Social Work

In the spirit of shared humanity and concern for our community and world, the School of Social Work faculty and staff celebrate diversity as a strength and as central to our mission. We affirm our solidarity with diverse individuals and groups with whom we work and value their strengths and resilience. In line with social work values and ethics, we disavow all racism, xenophobia, homophobia, transphobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others.

The School of Social Work affirms that language, stories and relationships help us to understand the experiences of others whose lives are different from ours. We value equality of opportunity and meaningful participation for all people. Building on these capacities, we hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. We advocate for communities of color and people of varied ethnicities, national origins, sexualities, gender identities, religions, abilities, body sizes, and many other intersectional identities.

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.

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 necessary for entry-level generalist professional practice with multi-level systems;
2. Prepare social workers for culturally responsive practice in diverse settings with an emphasis on the Northern California region;
3. Prepare social workers for advocacy and social or political action to promote 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 skilled social workers

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

The competencies of the BSW/MSW program align with the Council on Social Work Education's (CSWE) 2022 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs:

1. **Demonstrate Ethical and Professional Behavior**
   Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.
2. **Advance Human Rights and Social, Racial, Economic, and Environmental Justice**
   Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.
3. **Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**
   Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a

person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

4. **Engage in Practice-Informed Research and Research-Informed Practice**
   Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.
5. **Engage in Policy Practice**
   Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.
6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
   Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
7. **Assess Individuals, Families, Groups, Organizations, and Communities**
   Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human

behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
   Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.
9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
   Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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 a summer bridge course and the final two semesters of the MSW program.

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

Concentration Year – This is the second year of the two-year MSW program or the third year of the three-year MSW program. Advanced Standing MSW students are considered to be in their Concentration Year.

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

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

Practicum Instructor – The Practicum Instructor (PI) is typically an agency staff member who provides the equivalent of weekly supervision to the student intern. To supervise a BSW student the practicum 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 40 – Policy on Off-Site Practicum Instructor). To supervise an MSW student the practicum instructor must have an MSW degree and a minimum of two years post-graduate professional social work experience.

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

Practicum Placement – This is the agency or organization in which the student learns and practices social work skills. A practicum differs from paid employment in that the focus 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 the practicum and outlines areas where development and growth are expected. Specific objectives, learning activities, methods of measurement and evaluation are identified.

Off-Site Practicum Instructor – This is a person with a BSW or MSW degree who is partnered with the agency that provides practicum instruction for the student. A student with an off-site BSW or MSW Practicum 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 practicum instructor. Every student with an off-site BSW/MSW practicum instructor will also have an on-site task supervisor. A task supervisor must have an advanced degree or a level of experience in the agency that allows for supervision of a BSW or MSW level student.

Employment Based Practicum – An employment-based practicum takes place 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 PRACTICUM EDUCATION

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

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

How many total hours are required for practicum?
BSW/Foundation year students complete 480 hours of practicum over two academic semesters, or 16 hours per week for 30 weeks. Concentration year students (including advanced standing students) complete 480-720 hours of practicum over two academic semesters, or 16-24 hours per week for 30 weeks. (Refer to new concentration year practicum hours policy on page 78).

Are students required to make up practicum hours if they miss a day?
BSW and Foundation students are allowed to miss up to 16 hours each semester for illness or personal crisis without being required to make up those hours. Concentration year students are allowed to miss

16-24 hours (refer to new concentration year practicum hours policy on page 78) each semester for illness or personal crisis without being required to make up those hours.

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

Can students receive practicum credit for past work experience?
No, students cannot receive practicum 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 practicum or courses in the professional foundation areas.

Where can I find required student practicum forms?
Required practicum forms are completed through the CalState S4 system. Additional practicum-related forms and resources are available for students online and can be accessed at https://www.csuchico.edu/swrk/practicum-education/student-resources.shtml. If you need any help finding or completing forms, contact the Director of Practicum Education pborel@csuchico.edu.

SELECTING A PRACTICUM PLACEMENT

How do I obtain a practicum placement?
BSW students work closely with the Practicum Coordinator to determine agencies with whom to interview. MSW students work closely with the Director of Practicum Education/Practicum Coordinator to determine agencies with whom to interview. Students are also instructed on accessing the practicum agency database to identify potential agencies of interest. Students and agencies interview each other. After completing interviews students will notify the Coordinator or Practicum Director of their preferences. Agencies will also notify the Coordinator or Practicum Director of their preferences and them matches are made accordingly.

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

Can I complete my practicum in my place of employment?
Students interested in an employment-based practicum should discuss this with the Practicum Coordinator/Practicum Director. Students must submit an Employment Based Practicum Proposal prior to the placement being approved. Submitting the required form does not guarantee approval of the request. The practicum must provide the student with experiences that are different from the student's regular job responsibilities. For employment-based guidelines and approval process please refer to our website https://www.csuchico.edu/swrk/practicum-education/employment-based-practicum.shtml.

Can students create their own practicum placements?
The Practicum Education program is always interested in identifying new placement agencies and

welcomes suggestions from students. All placement sites must meet the requirements for learning opportunities and supervision and must be approved by the Practicum Education program prior to a student beginning their placement. To begin the approval process, prospective agencies must first submit an Agency Profile to the Director of Practicum Education. The Agency Profile can be downloaded https://www.csuchico.edu/swrk/_assets/documents/agency-profile-2024-update1.pdf.

How does an agency become an approved placement site?
Agencies become approved placement sites through a written agreement with the Practicum Education program. Prospective agencies complete the 'Agency Profile' online at https://www.csuchico.edu/swrk/_assets/documents/agency-profile-2024-update1.pdf. This generates a site visit from the Practicum Director or Practicum Coordinator 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 placement for students only if the agency identifies an off-site individual with a BSW or MSW degree to provide the practicum instruction. It is optimal for the off-site BSW or MSW to be familiar with the agency's mission and work. Alternately, if the agency is not able to identify an off-site practicum instructor the Practicum Education program can assign one.

What determines a student's tasks and learning opportunities in a practicum?
Each student, in conjunction with the practicum instructor, completes a Student Learning Contract. The learning contract addresses all of the tasks, learning objectives and competencies for the practicum. The learning contract template can be downloaded from https://www.csuchico.edu/swrk/practicum-education/student-resources.shtml.

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

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

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

A **Faculty Liaison** provides a link between the School of Social Work, the student and the placement agency. Faculty Liaisons meet jointly with the student and Practicum Instructor at least once per

semester to discuss progress made toward completing learning tasks/assignments. Faculty Liaisons are also available to the student and the agency for problem resolution. Faculty Liaisons are experienced BSWs or MSWs from the community and/or faculty members.

What are supervision requirements for the practicum?
All BSW students must be supervised by a BSW or MSW who has at least 2 years of post-graduate professional social work experience. All MSW students must be supervised by an MSW who has at least 2 years of professional post-graduate 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 practicum instructor. The off-site practicum instructor may be a volunteer with the placement agency or a faculty member.

What happens if problems arise during the practicum?
Problems that arise during the practicum are first addressed between the practicum instructor and the student. The faculty liaison is available for problem resolution as needed. If problems cannot be resolved between the student, the faculty liaison and the faculty 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 a practicum placement can be found in the Resolution of Concerns in Practicum Education section of this handbook.

Can students request to change their placement agency during the year?
It is the expectation that students will remain at the same agency the entire academic year. Any placement changes would be reviewed with the student, agency practicum instructor/task supervisor, and faculty liaison and would be subject to the approval of the Practicum Education Director. Detailed information to address problems during a practicum placement can be found in the Resolution of Concerns in Practicum Education section of this handbook.

Are students required to have background checks prior to beginning their practicum?
Background checks are required by most agencies before a student is officially accepted for, and/or allowed to begin the practicum. If an agency requires any type of background check and/or medical testing, the agency should notify the student 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 legal history?
Students with any felony or misdemeanor convictions and any other legal system involvement that could come up during the legal background clearance process should be prepared to discuss this with the Practicum Education Director or Practicum Coordinator. Students are advised to be open with prospective placement agencies about any legal history that might act as a barrier to placement. The School of Social Work does not guarantee students a practicum placement and in the rare occasion where a student cannot secure a placement due to their legal history, they will not be able to move forward in the program that year and could return the following year.

SCHEDULING

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

Can I count my lunch break toward my total practicum hours?
No, lunch breaks do not count toward your total required practicum hours. An exception would be if a training or agency meeting took place took place during that time.

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 the practicum?
Students should not be at their placement when campus is closed due to holidays officially observed by the University. If a practicum day falls on a campus observed holiday, the student is expected to make up those hours.

BSW and MSW foundation year students will be allowed to miss up to 16 hours per semester due to illness, personal emergency, medical appointment, etc. MSW concentration year students will be allowed to miss up to 16-24 hours (refer to the concentration year practicum hours policy on page 78) per semester due to illness, personal emergency, medical appointment, etc. Students will not be required to make up for these hours as long as the absences were approved ahead of time by the practicum instructor.

TRANSPORTATION

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

Can students drive clients?
According to University policy, students shall not transport clients in agency vehicles unless specific provision for this to occur is included in the written agreement between the University and the placement 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 placement. It should be included in the student learning contract that the student will be required to use their personal vehicle for certain tasks. At that time, students may be required to submit to a motor vehicles records check, and follow all driving-related policies of the agency. Social work practicum students are not permitted to use their private vehicle to transport

clients due to safety and liability concerns, in addition to the university not providing automobile insurance for students or offering university-owned vehicles for agency-related business

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

BSW/FOUNDATION AND CONCENTRATION YEAR PRACTICUMS

Purpose

The purpose of the Practicum 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 practicum site, the student attends a practicum seminar designed to help integrate classroom learning and the practicum 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 practicum 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.

PRACTICUM EDUCATION ADMISSION CRITERIA

BSW

Admission to the Social Work Professional Sequence (refer to the University Catalog)

- The practicum education (SWRK 489/490 A/B) is scheduled to occur in a student's senior year, after they have entered the Professional Sequence.

Course Sequence

- BSW students must successfully complete Professional Sequence I courses to qualify for practicum courses SWRK 489/490 A/B in their senior year.

Grade Point Average (GPA)

- BSW students must be in good academic standing with the University and the School of Social Work BSW Program and maintain a minimum 2.0 GPA.

BSW Practicum Referral Process

The Practicum Education Director, along with the Practicum Education Team, implements and facilitates the practicum placement process for the undergraduate social work majors, beginning in the spring semester of their junior year. *BSW students must meet all academic eligibility requirements, described earlier, by the end of the spring semester before entering a practicum.*

The process begins with the Practicum Introduction Meeting. Attendance at the Practicum Introduction Meeting is mandatory for all BSW students preparing to enter practicum in their senior year. The Practicum Fair takes place soon after the Practicum Introduction Meeting. The Practicum Education Program highly encourages attendance at the Practicum Fair, especially for students who are not requesting an employment-based practicum.

After students attend the Practicum Introduction Meeting and Practicum Fair they are asked to begin working on their Practicum Application via the CalState S4 system. Students have an opportunity to specify their background and experience, their areas of interest, and specific needs such as academic accommodations, geographic preference, etc. Students must include an updated resume as part of this application. Students will then meet with a practicum coordinator to review their application and determine two agencies to be referred to for an interview. Practicum referrals are guided by the following considerations: the overall goals of practicum instructions, the expressed interest and career goals of the particular student, the assessed and/or expressed professional growth needs/desires of the particular student, the availability of the agency/practicum instructor, prior work and life experiences of the particular student, geographic location needs/preference, and the specific needs and characteristics of the student.

It is the student's responsibility to initiate contact with the practicum agencies to schedule a formal interview. Once the interviews are complete, the student submits their Agency Preference List to the practicum coordinator.

The practicum referral process takes place within the School of Social Work Practicum Education Program's designated time frame combined with students meeting the required deadlines for course and practicum eligibility. All practicum students are required to meet the timeline for submitting the practicum application as designated by the Practicum Education Program. Failure to follow these policies and meet deadlines may result in the student not being eligible for a practicum referral, delay in a practicum referral, and/or disqualification from the practicum and/or BSW program.

Mandatory Practicum Orientations

BSW students are required to attend two separate meetings in preparation for practicum: the BSW Practicum Introduction Meeting and the BSW Practicum Orientation. These events are offered in-person for our traditional BSW cohort and virtually for our BSW DL cohort. Both events must be completed by all BSW students planning to enter practicum as these events set the foundation for student expectations while engaged in practicum learning activities and responsibilities. The events are explained below:

- **BSW Practicum Introduction Meeting**: This meeting explains the practicum requirements and expectations and helps students better understand the mission and purpose of practicum education. The practicum placement process is also described in detail so students know what to expect moving forward. Students who do not attend this meeting may not be eligible to apply for and/or enter practicum.
- **BSW Practicum Orientation**: This orientation takes place the first week of the fall semester. Topics covered include: practicum requirements, practicum roles, orientation to the agency, developing the learning contract, supervision, feedback and evaluation, how to navigate issues that may come up during the practicum experience, and a review of the CalState S4 practicum system. Students who do not complete the BSW Practicum Orientation may not be eligible to enter practicum.

MSW

Acceptance into one of the MSW program cohorts:

- MSW 1-Year Program
- MSW 1-Year DL Program
- MSW 2-Year Program
- MSW 3-Year DL Program

Course Sequence

MSW students must take courses as identified in each cohort course sequence.

- MSW 2-Year Program – students must successfully complete the first year of the program to qualify for practicum courses in the second year.
- MSW 3-Year DL Program - the first year of the program does not have a practicum education component, while the second and third years do. MSW 3-Year DL students must successfully complete the first year of the 3-Year Program to qualify for practicum courses SWRK 631/632 in the second year and SWRK 648/658 in the third year.

Grade Point Average (GPA)

MSW students must be in good academic standing with the Office of Graduate Studies and the School of Social Work MSW Program and maintain a minimum 3.0 GPA.

MSW Practicum Referral Process

The Practicum Education Director, along with the Practicum Education Team, implements and facilitates the practicum placement process for the graduate social work students, beginning in the spring semester after their acceptance to the MSW Program. *MSW students must meet all academic eligibility requirements, described earlier, by the end of the spring semester before entering a practicum.*

The process begins with the Practicum Introduction Meeting (only for foundation year MSW students). Attendance at the Practicum Introduction Meeting is mandatory for all graduate students preparing to enter the foundation year of practicum. MSW students are also invited to attend the Practicum Fair. The Practicum Education Program highly encourages attendance at the Practicum Fair, especially for students who are not requesting an employment-based practicum.

After students attend the Practicum Introduction Meeting and Practicum Fair they are asked to begin working on their Practicum Application via the CalState S4 system. Students have an opportunity to specify their background and experience, their areas of interest, and specific needs such as academic accommodations, geographic preference, etc. Students must include an updated resume as part of this application. Students will then meet with a practicum coordinator to review their application and determine two agencies to be referred to for an interview. Practicum referrals are guided by the following considerations: the overall goals of practicum instruction, the expressed interest and career goals of the particular student, the assessed and/or expressed professional growth needs/desires of the particular student, the availability of the agency/practicum instructor, prior work and life experiences of the particular student, geographic location needs/preference, and the specific needs and characteristics of the student.

It is the student's responsibility to initiate contact with the practicum agencies to schedule a formal interview. Once the interviews are complete, the student submits their Agency Preference List to the practicum coordinator.

The practicum referral process takes place within the School of Social Work Practicum Education Program's designated time frame combined with students meeting the required deadlines for course and practicum eligibility. All practicum students are required to meet the timeline for submitting the practicum application as designated by the Practicum Education Program. Failure to follow these policies and meet deadlines may result in the student not being eligible for a practicum referral, delay in a practicum referral, and/or disqualification from the practicum and/or MSW program.

Mandatory Practicum Orientations

MSW foundation year students are required to attend two separate meetings in preparation for practicum: The Practicum Introduction Meeting and the MSW Practicum Orientation. Both events must be completed by all MSW students planning to enter the foundation year of practicum as these events set the groundwork for student expectations while engaged in practicum learning activities and responsibilities. MSW concentration year students are only required to attend the MSW Practicum Orientation. The events are explained below:

- **MSW Practicum Introduction Meeting**: This meeting explains the practicum requirements and expectations and helps students better understand the mission and purpose of practicum education. The practicum placement process is also described in detail so students know what to expect moving forward. Students who do not attend this meeting may not be eligible to apply for and/or enter practicum.
- **MSW Practicum Orientation**: This orientation takes place the first week of the fall semester. Topics covered include: practicum requirements, practicum roles, orientation to the agency, developing the learning contract, supervision, feedback and evaluation, how to navigate issues that may come up during the practicum experience, and a review of the CalState S4 practicum system. Students who do not complete the MSW Practicum Orientation may not be eligible to enter practicum.

Required Practicum Preparation Steps

Before a practicum placement can be confirmed, students must complete a few required steps to support the matching and placement process. Students should engage in this process as soon as requested.

Before July 1st, complete these three important steps:

1. **Complete the Practicum Application in Cal State S4.** This online profile provides the practicum team with important information about student interests, experiences, and placement needs.

2. **Schedule an Appointment with the Practicum Team Placement Coordinator**. Students are required to schedule an advising appointment with the practicum coordinator.

3. **Meet with the Practicum Team Placement Coordinator**. Students are required to schedule and keep an advising appointment with the practicum team. This meeting ensures students are on track with placement timelines and expectations.

These steps are essential in the process of identifying and securing a practicum placement. Because practicum occurs concurrently with coursework in all MSW Programs (MSW 2-Year, MSW 1-Year, MSW 1-Year DL, and the final two years of the MSW 3-Year DL), students who do not complete these requirements will need to discuss an alternative MSW academic plan with the MSW Director. For more detailed information, please see the current version of the Practicum Handbook, Calendars, & Competencies page (see Practicum Education Handbook).

PRACTICUM CALENDARS AY 2026-2027

Practicum calendars for the 2026-2027 academic year can be accessed on our website: https://www.csuchico.edu/swrk/practicum-education/practicum-handbook.shtml

PRACTICUM SEMINAR

All students are required to attend and participate in practicum seminars facilitated by their faculty liaison. Practicum seminars provide opportunities for students to apply social work knowledge, skills, values, and ethics with respect to their agency practice. It is a mechanism that bridges all curriculum sequences: HBSE, policy, research, methods, and practicum 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.

Campus-based students meet on a weekly basis (BSW) or bi-weekly basis (MSW) for practicum seminars. Distributed Learning students participate in Zoom seminars and in-person seminars scheduled on DL weekends. Attendance is mandatory and any unavoidable absence should be discussed as soon as possible with the faculty liaison before the scheduled seminar.

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 Contract Services provides a *"Student Placement Agreement"* that spells out the conditions of practicum placements. This is a five-year contract between the agency and CSU, Chico, signed by the agency and the University. 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, practicum instructor, task supervisor (if applicable) and faculty liaison. A third formal agreement is the *Employment-Based Practicum Proposal,* which is signed by the student, the proposed agency practicum instructor, the current employment supervisor, and the program manager/agency director. This agreement is required when students request to use their employment as a practicum site.

The Practicum Education program requires that agencies be able to provide certain learning assignments 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 practicum instructor, a faculty member (liaison) is assigned to every student in placement.

Selection of Agency

The Practicum Education program places students in a variety of social service agencies located in the 18 Northern California counties included in the CSU, Chico service region. Priority is given to student placements with public and non-profit agencies providing services to children, youth and families, and in the area of mental health services. Many 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.

Agency administrative support is a valued and necessary component of the practicum. Agency administrators demonstrate their commitment to professional education by signing the Student Placement Agreement and ensuring that the placement meets BSW/MSW program standards. Ideally, the practicum instructor's job responsibilities are adjusted to make time available for student instruction and supervision. Necessary resources and elements that will support the practicum experience are also provided.

In determining the suitability of an agency for practicum placement, the Director of Practicum Education assesses an agency's interest and long-term commitment to the Practicum Education program. During

preliminary discussions with the agency, the following areas are considered: goals and mission of the agency, 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 practicum instruction, facilities for students (e.g. space, telephone, etc.), and the willingness of the agency's administration to support the Practicum Education program so that practicum meets the purpose and course objectives for all practicum courses.

The Practicum Director visits a potential agency and meets with the agency contact person and potential practicum 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 practicum 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 490 A&B, 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 practicum instructor or agrees to other supervision arrangements as required;
- ❑ agrees to sign a Student Placement 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 legal background check of students. As an educational institution, we are unable to initiate legal background checks.

Selection of Practicum Instructor

As the student's teacher and supervisor in the placement site, the PI instructs, supervises, provides

ongoing feedback, and assesses student acquisition of knowledge, skills, and values. practicum instructors are selected for the quality of their social work instruction and commitment to educational standards of the BSW/MSW program. The BSW/MSW program looks for the following qualifications when selecting a practicum 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 practicum instructors complete a Practicum Instructor Application, which provides information on the person's academic background and work experience. The Director reviews this information to ensure that all practicum instructors meet the requirements listed above.

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

Practicum Instructor: Practicum instructor (PI) 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 practicum instructor may also be assigned with school approval.

Task Supervisor: In agencies where the practicum 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 they 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 practicum instructor maintains overall responsibility for the student's placement experience and is accountable for the required evaluations, meetings with the liaisons, etc.

Practicum Instructor Orientation

Practicum instructors should complete the three-hour Practicum Orientation before supervising a student. Eight hours of practicum instruction training should be completed every two years. CSU, Chico School of Social Work offers a virtual practicum orientation option for practicum instructors who are not able to attend a face-to-face orientation.

The Practicum Education program provides orientation for practicum instructors prior to placing students in agencies. The orientation introduces the practicum 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 Practicum Instructors

Under certain circumstances the Practicum Education program may permit the use of a faculty member or other off-site BSW/MSW to provide practicum instruction for a student placed in an agency with no BSW/MSW on staff. In addition to meeting the requirements for being a PI, off-site practicum instructors must have:

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

Off-Site practicum 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 contract and required end of semester evaluations are completed.

If an off-site practicum 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 Practicum Placements

Paid practicum 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 BSW/MSW program. Students may 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 practicum 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 Practicum Education Director to ensure that students receive a variety of learning experiences and supervision during their practicum.

General Guidelines for Student Placement in Employing Agency

- Ideally, the student's PI would not be the administrative supervisor for the student in their job.
- Ideally, a student would be assigned to a program/department within the agency other than the one where they are employed. Proposed student roles, tasks, or responsibilities should be clearly distinguished from those that are part of the student's regular employment duties for at least 30% of the student's practicum hours. The other 70% of practicum hours can consist of roles, tasks, or responsibilities which are already part of the student's regular employment as long as they are directly linked to the nine social work competencies.
- The agency must be an approved Practicum Instruction site (see "Selection of Agency") and fall within our Northern California Service Region.
- The proposed PI must meet the criteria established for all other practicum instructors (see "Selection of Agency Practicum Instructors").
- The practicum assignments must be specifically related to the practicum instruction course objectives.
- Practicum 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 practicum supervision.
- In such a placement setting, the agency and the student must complete a "Employment-Based Practicum Proposal" 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 they have been terminated from their employment and practicum 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 Practicum 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 Practicum Education before the student applies for a placement site.**

To request such a placement, the student first completes a Practicum Application and discusses the appropriateness of the employment-based placement with the Practicum Education Director/BSW Practicum Coordinator/placement coordinator. 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/Coordinator with:

- An Employment-Based Practicum Proposal, describing how the practicum learning tasks at the agency will meet social work education competencies and include the identification of the days

and hours of the practicum. This plan will be included later in the Learning Contract between the student and the practicum instructor.

- Types of Employment-Based Practicum Placements

  Same work - student keeps their current employment role and tasks and count work hours towards 100% of their practicum hours (this is only approved if the student is a new employee or in a new role within the employment agency)

  Combo Work - student counts some current employment tasks towards their practicum hours (70%) and also completes tasks in a different role/department (30%)

  Different work - student completes 100% of their practicum hours in a different role/department doing different tasks other than their current employment role (this is most common when the student's employment tasks are not directly linked to the social work competencies)

  *Students who are interested in doing combo work or different work will need to discuss with their employment supervisor whether these tasks can be completed within their normal working hours or if these tasks will require additional hours. It is vital that the student has discussion with their employment supervisor regarding their employment-based practicum plans to ensure the employer will allow the student to complete the practicum placement within the agency.

- Students will also be required to sign an employee waiver indicating that if the student is terminated from their employment and subsequently their practicum 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/placement coordinator, they will discuss the proposal with the practicum instructor to ensure there is agreement on the conditions of the paid practicum. If the proposal is not approved, the Director of Practicum Education/placement coordinator will work with the student to find another placement.

ROLES AND RESPONSIBILITIES

Director of Practicum Education

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

1. Overall orientation, coordination and integration of the practicum education program.
2. Develop, participate in, and implement a continuous comprehensive practicum education program evaluation.
3. Recruit qualified placement agencies for student practicum.
4. Maintain files on practicum 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 practicum database containing current agency information.
7. Plan and implement training seminars for agency practicum instructors.
8. Plan and facilitate the meetings with Faculty Liaisons.
9. Facilitate the Practicum Education Advisory Committee meetings each academic year.
10. Attend Social Work Advisory Board meetings.

Faculty Liaison

The Faculty Liaison is a member of the social work faculty who schedules ongoing contacts with students and practicum instructors 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 PI 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 PI 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 Practicum Education. The following are the overall responsibilities of the faculty liaison:

1. Serve as a major link among the agency, the PI, the student, and the Social Work program.
2. Provide ongoing consultation and support for the PI 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 PI 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 PI.
6. Keep regular office hours.
7. Submit the grade for the practicum, based on the PI's evaluations and participation in the Practicum 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 practicum education program, including planning practicum education training seminars for PIs.
11. Participate in the meetings and training sessions scheduled by the Director of Practicum Education.

Agency

The placement agency shall:

1. Maintain agency facilities used for practicum placements in such a manner that they shall be available to the student and PI when needed.
2. Assure that staff is adequate in number and quality to provide practicum instruction and to ensure continuous management of the student program in cooperation with the Director.
3. Provide the resources necessary for an educationally-focused 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 PIs.
6. Modify the schedule of the designated PIs to allow adequate time for student supervision, practicum 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 PI in advance of any change in the agency's personnel appointments, which may affect the student practicum 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.

Practicum Instructor

Practicum Instructors shall:

1. Provide an educationally-focused practicum 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 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 practicum 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 practicum or the student.
10. Participate in practicum instructor orientation and training seminars, and other practicum-related activities.
11. Provide feedback about the practicum education program by completing the *Evaluation of Practicum Education Program* at the end of each academic year.

Task Supervisor

Task Supervisor shall:

1. Provide an educationally-focused practicum 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 practicum 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 practicum hours when the student is present and provide backup supervision when necessary.
5. Maintain communication with the off-site BSW/MSW practicum instructor regarding student performance, potential difficulties or areas of concern, or changes in the agency which impact practicum or the student.

School of Social Work

The School of Social work shall:

1. Conduct a social work practicum education program 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 practicum education courses.
3. Ensure 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 practicum instructors, and agency representatives to practicum education requirements, policies and procedures.
5. Expect social work students and practicum 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 practicum setting and in accordance with the Code of Ethics. The practicum experience comprises the learning activities agreed to by the PI 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, legal 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 practicum workdays must be approved by the student's PI. 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 the minimum required hours per semester. 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 16, 20, or 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 PI.
7. Student placement and performance in an agency is neither private nor confidential, even if the student is in an employment-based practicum setting. PIs are considered part of the educational team and thereby entitled to receive and share with the social work faculty information pertinent to the student's educational experience.
8. Work collaboratively with PI to develop the learning contract and submit it to their Liaison by week five 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.
11. Abide by the NASW Code of Ethics and CSU Student Code of Conduct.

MONITORING AND EVALUATING OF THE PRACTICUM EDUCATION EXPERIENCE

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

Practicum Education Advisory Board

The Practicum Education Advisory Board is composed of past and current practicum instructors. Members agree to meet a minimum of two times each year to offer ongoing feedback and guidance to the Practicum Education 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

Practicum Education Program outcome surveys are distributed at the end of each academic year to be completed by the student, faculty liaison, and practicum 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 Practicum Education and BSW Practicum 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 practicum is as follows:

1. All students will complete a practicum application.
2. Students will meet with either the BSW practicum coordinator or the Director of Practicum 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 practicum placement. If two agencies inform the school they are not willing to provide a placement for a student based on behaviors, attitudes, or 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 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 them and a referral to the University's Career Center will be offered.

Additional policies pertaining to practicum:

1. MSW students must successfully complete the foundation year practicum prior to being assigned a concentration year practicum.
2. If a student is dismissed from their practicum or receives no credit, they are able to request an Appeal Committee to determine whether they can return the following year to repeat the practicum course. If they are permitted to repeat the practicum course and are unsuccessful a

second time no further action will be taken by the school to place the student in a practicum. The inability to successfully complete a practicum will result in the student's dismissal from the program.

3. Educational Leave of Absence: the practicum 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.

Policy on early termination of practicum placement:

Students are expected to complete their practicum placement as outlined by the Practicum Education Calendar for the duration of the fall and spring semesters. Requests to end a placement early will only be considered under serious and compelling circumstances and require prior approval from the Director of Practicum Education. Students are encouraged to communicate proactively with their Practicum Instructor and Faculty Liaison should any issues arise that may affect their ability to complete the placement as planned.

Legal History

The School of Social Work expects students with prior felony or misdemeanor convictions to inform the Director of Practicum Education or BSW Practicum Coordinator of such convictions prior to placement. Most agencies will require some form of legal 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 conviction should discuss with the Practicum Director or BSW Practicum Coordinator the specifics of the conviction(s), so that the student may be referred to a placement with background criteria that can be more likely met by the student. During the practicum placement interviews, students are advised to be open with prospective practicum instructors about any legal 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 PI, 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, PI, 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 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 PI 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 learning contract addendum.

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 Values & Ethics
Professional Work Ethics
Social Work Knowledge
Social Work Practice Skills
Professional Use of Self
Generalist Practice – Micro, Mezzo, Macro Opportunities

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 489A&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 PI.
- 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 practicum 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 PI 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 practicum 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:
https://www.csuchico.edu/swrk/practicum-education/student-resources.shtml

Learning Contract Template

Student Learning Contract Template

Placement

Student:
Program: Social Work
Course:
Program site:
Opportunity:
Staff:
Term:
Estimated Hours:
Reported Hours:
Student ID:
Submitted by:
Submitted on:

Student Learning Contract (template)

Chico State School of Social Work
Practicum Education Program
Chico, CA 95929-0550
Phone: 530.898.6204
Practicum Education Website

Student Name:
Cohort:
Placement Agency:
Main site supervisor:
Main site supervisor email:
Do you have an assigned task supervisor or off-site practicum instructor? Yes or No
Faculty Liaison:
Faculty Liaison email:

This practicum involves a total of ___ hours to be completed between _____ and _____. 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 Faculty Liaison and/or Director of Practicum Education. BSW/MSW Foundation year students may complete a maximum of 16 hours per week. MSW Concentration year students may complete a maximum of 24 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 Practicum Instructor and Faculty Liaison.

Weekly schedule for practicum hours:

Supervisory Meetings

A weekly supervisory meeting between the student and the practicum instructor will be scheduled on:

Day:
Time:

Practicum Handbook

For comprehensive information about Practicum Education (hours, attendance, absences, problem solving, and student standards), go to the Practicum Handbook on the School of Social Work website.

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 signed by the Student, Practicum Instructor, and Faculty Liaison. 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 Practicum Education Program. These are described in the Practicum Education Handbook. The Director of Practicum Education may be contacted for updates and to address any questions that arise pertaining to policies and procedures related to the practicum.

Competencies 1-3

Directions

1. ROUGH DRAFT Student can fill out this electronic form and "Save as Draft." Notify your faculty liaison that you have saved a draft so they can review and provide feedback prior to you submitting the final version.
2. FINAL DRAFT Student and Practicum Instructor need to sit down together to complete the Learning Agreement. When rought draft is complete, press "submit." Once submitted, the document cannot be altered. (If changes or addition need to be made, please contact nmdavis@csuchico.edu.)
3. REVIEW OFTEN The student and Practicum Instructor should refer to this document often throughout the term.
4. QUESTIONS Direct all questions about the Learning Contract to the student's Faculty Liaison.

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 3-5 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.

Title IV-E stipend students will need to list the appropriate corresponding CalSWEC behaviors - for specialized practice in public child welfare. Click here for the CalSWEC Curriculum Competencies.

* If a student will be required to use a privately-owned vehicle, the agency is required to obtain from the

student proof of a valid California driver's license, automobile registration, and insurance meeting the State of California minimum requirements.

Competency 1: Student Demonstrates Ethical and Professional Behavior

- makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication
- uses technology ethically and appropriately to facilitate practice outcomes
- uses supervision and consultation to guide professional judgment and behavior

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior

Competency 2 - Student Advances Human Rights and Social, Racial, Economic, and Environmental Justice.

- advocates for human rights at the individual, family, group, organizational, and community system levels
- engages in practices that advance human rights to promote social, racial, economic, and environmental justice

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior

Competency 3: Student Engages Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
- demonstrates cultural humilty by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior

Competencies 4-6

Competency 4 - Student engages in Practice-Informed Research and Research-Informed Practice.

- applies research findings to inform and improve practice, policy, and programs
- identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior

Competency 5 - Student Engages in Policy Practice.

- uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior

Competency 6 - Student Engages with Individuals, Families, Groups, Organizations, and Communities

- applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
- uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior

Competencies 7-9

Competency 7 - Student Assesses Individuals, Families, Groups, Organizations, and Communities.

-applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
-demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior

Competency 8: Student Intervenes with Individuals, Families, Groups, Organizations, and Communities

-engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
-incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior

Competency 9 - Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities

- selects and uses culturally responsive methods for evaluation of outcomes
- critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior

Date and Signatures

Date Completed:

To the Student and Practicum Instructor: DO NOT SUBMIT this form until your Faculty Liaison has approved your draft Learning Contract

The parties acknowledge their understanding and consent to this Learning Contract with their signatures below

Student Signature:

Practicum Instructor Signature:

Task Supervisor Signature (if applicable):

Faculty Liaison Signature:

TITLE IV-E CHILD WELFARE TRAINING PROGRAM

Competencies

Students who participate in the California Title IV-E Education Program have two sets of competencies to follow: The Council on Social Work Education's (CSWE's) Education Policy and Accreditation Standards (EPAS) and the California Title IV-E Education Program Curriculum Competencies. The California Title IV-E Education Program Curriculum Competencies for Public Child Welfare were created for use by the California schools of social work, in collaboration with public child welfare agencies, tribes, and other stakeholders, to prepare child welfare students for their practicum placements.

The 2023 California Title IV-E Education Program Curriculum Competencies for Public Child Welfare reflect a comprehensive revision and reorganization aligned with the 2022 EPAS. These Curriculum Competencies integrate content, processes, and behaviors associated with both generalist practice and specialized practice in the area of public child welfare. The competencies are periodically revised to reflect current developments in social work practice and education and serve as a model for collaborative curriculum development across the nation. Competencies can be found at https://drive.google.com/file/d/1YmcJaRcRe5VZHcuShtI68o8IfR_KW2Ym/view.

Practicum Placements

Practicum 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 qualifying agency. A qualifying agency means public agencies that operate child welfare services in California through receipt and administration of Title IV-E funds. These agencies include: county public child welfare agencies/departments; California Department of Social Services (CDSS) programs providing child welfare services; Tribal agencies or urban Indian agencies providing child welfare services; and/or public probation agencies providing child welfare services.

- **BSW Title IV-E Students –** must complete a senior-year internship in a qualifying public child welfare agency
- **BSW DL Title IV-E/Pathway Students** – must complete a senior-year internship in their current qualifying public child welfare agency
- **MSW Advanced Standing Title IV-E Students –** must complete a concentration-year internship in a public child welfare agency
- **MSW Title IV-E Students –** must complete a foundation year internship in a qualifying public child welfare agency or a public or private agency serving child welfare clients, and a concentration-year internship in a qualifying public child welfare agency (this may change based on previous child welfare employment)
- **MSW DL Title IV-E & Pathway Students** – must complete a foundation-year internship in their current qualifying public child welfare agency, and a concentration-year internship in their current qualifying public child welfare agency

Learning Contract

Title IV-E students will use the Learning Contract template to create their individualized Learning Contracts and experiences. Learning Contracts are completed via the web-based CalState S4 system https://app.calstates4.com/csuchico. Social work program competencies and Title IV-E competencies will be included in the construction of learning contracts (list the IV-E competencies in the appropriate 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).

- **Sample BSW & MSW Student Learning Contracts can be found on our website - https://www.csuchico.edu/swrk/practicum-education/student-resources.shtml**

Trainings

- **CWS/CMS Computer Training** – prior to starting their placement in a public child welfare agency; these trainings can be used toward the practicum 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 practicum hours (as sick days throughout the year, if needed, but cannot be used to end placements early)
- **Practicum Orientation Training** – offered by the Practicum Education 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 practicum hours (as sick days throughout the year, if needed, but cannot be used to end placements early)
- **Bilingual Social Work in Child Welfare course (optional for bilingual Spanish/English Speakers)** Meets at least once per month (3-4 hours) the class meeting times can be used toward practicum hours (cannot be used to end placements early)
- **Employment Seminars**
- ***Other trainings as scheduled***

Example Title IV-E Learning Goals

When placed in a public child welfare practicum 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 when out of the office.
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 Practicum Instructor (PI) 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 PI.
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 PI.
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:
    - Family First Prevention Services Act (FFPSA)
    - 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 PI.
5. Write a sample or mock court report on an existing client to discuss with the PI.
6. Write three to five court reports on individual cases and discuss each one with PI, 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 PI 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 PI how these factors relate to the laws governing child welfare.

BEHAVIORAL HEALTH PROGRAM

Competencies

Students who participate in the Behavioral Health Program must follow two sets of competencies: the Council on Social Work Education's (CSWE's) Education Policy and Accreditation Standards (EPAS) the California Social Work Education Center's (CalSWEC's) Curriculum Competencies. CalSWEC's Curriculum Competencies for Behavioral Health were created for use by the California schools of social work, in collaboration with public behavioral health agencies, tribes, and other stakeholders, to prepare behavioral health students for their practicum placements.

The CalSWEC Curriculum Competencies integrate content, processes, and behaviors associated with both generalist practice and specialized practice in the area of public behavioral health. The competencies are periodically revised to reflect current developments in social work practice and education and serve as a model for collaborative curriculum development across the nation.

Practicum Placements

Practicum provides the context in which students translate theory into practice. Opportunities within placement agencies should match the learning objectives of the behavioral health curriculum. Student in the behavioral health program must engage in direct micro and mezzo practice, and/or administrative tasks in a public behavioral health practicum placement.

All Behavioral Health Program students must complete their practicum placement within the practice of social work in public behavioral health care settings and emphasize that the coordination and integration of services provided through multiple public systems of care, such as K-12 schools, health care providers, child welfare agencies, aging services, juvenile detention, adult corrections systems and others, is critical to the provision of effective care to behavioral health consumers.

The practicum placements of our Behavioral Health Program students must provide social work services in publicly funded behavioral health care programs and settings that serve medically underserved populations and/or areas. These programs and settings may include, but not limited to, community clinics, outpatient and residential treatment programs, inpatient psychiatric units, schools, school districts, SELPAs, regional centers, inpatient and outpatient health care settings, child welfare units, juvenile delinquency programs, and adult corrections settings.

It is imperative that the practicum learning activities focus on preparing the Behavioral Health Program students for the realities of public behavioral health practice.

Practicum Placement Matching Process

Once accepted into the Behavioral Health Program, stipend recipients are required to complete an MSW Practicum Placement Application. In this application, recipients must indicate if they wish to apply for an Employment-Based Practicum or select their top two preferred practicum placements for the upcoming school year. Students will meet with the Practicum Coordinator to receive an application if they are interested in an Employment-Based Practicum. Those opting for other practicum opportunities will discuss two approved behavioral health agencies to contact for an interview. After the agencies have interviewed the students and communicated their selections to the Program Coordinator, the students will be informed of the results. Students not accepted by their initial choices will then contact another agency to arrange an interview.

Once students have confirmed their behavioral health placements, both the students and the PIs/TSs will receive detailed forms outlining the expectations for all parties involved. These forms specify the responsibilities and requirements for the students who are recipients of the stipend, as well as for the PIs and TSs. The PI and/or TS will ensure that MSW BHP students receive a variety of the following placement experiences:

● Work in multidisciplinary teams that include primary care physicians, family nurse practitioners, and other health care workers with unserved and/or underserved populations in underserved communities, including children and youth involved in justice, child welfare, and/or special education systems.

● Are trained to provide services in a culturally competent and sensitive manner.

● Are trained in the values of wellness, recovery, and resilience, to include the role of self-help, recovery, and empowerment support.

● Are specifically trained in assisting children and youth through age 25 and caregivers. Are trained to work in and foster a consumer and family member driven system of care.

● Are trained to provide clinical services that are child- and youth-centered, with priority on early intervention.

● Provide supportive services that are client-centered for persons with or at risk of serious mental illness, with priority on early intervention.

● Conduct outreach to and engagement with unserved, underserved, and inappropriately served children and youth and their caregivers and persons with or at risk of serious mental illness.

● Use effective, innovative, evidence-based, and community-identified practices. Promote wellness, recovery, resilience, and other positive behavioral health, and primary care outcomes of children and youth and their families.

● Are engaged and exposed to the viewpoints and expertise of persons with lived experience, including consumers and their families and caregivers, in health care and other child-serving settings.

● Work collaboratively to deliver individualized, strengths-based, consumer- and family-driven services.

● Promote interprofessional care by working across disciplines. Promote interagency services that include K-12 educational institutions.

● Are trained to provide integrated primary and behavioral health services, including:

a. Assessment
b. Diagnosis
c. Outcome identification
d. Individualized planning
e. Coordination of care

Learning Contract

Each BHP student will use the Learning Contract template to create their individualized Learning Contract and experiences. The Learning Contract is to be completed via the web-based CalState S4 system (https://app.calstates4.com/csuchico). The BHP Practicum Coordinator will provide instruction on the development and completion of the document. Questions pertaining to the Behavioral Health competencies can be directed to our BHP Practicum Coordinator Gail Garcia, LCSW (ggarcia99@csuchico.edu). Social work program competencies and CalSWEC Behavioral Health competencies will be included in the construction of learning contracts (list the CalSWEC/Behavioral Health competencies in the appropriate column in the Learning Contract templates).

MSW Student Learning Contracts can be found on our website.

Trainings

Each semester the BHP students, along with PIs and TSs, will participate in monthly trainings that are focused on the behavioral aspects of social work. Some of these trainings include:

Orientation & Overview: An overview of the BHP program, orienting students to their roles and training activities. Practicum Instructor and Task Supervisors are invited to attend to understand their roles for the academic school year

Emotional Liberation Training: Two full day training for all BHP students. Practicum Instructor and TSs are encouraged to attend with their practicum students to build common language

Ethical Dilemmas and Rural Community: Examining social work laws and ethics in rural community practice

Clinical Documentation: A behavioral health focus on importance of documentation when interacting with clients

Suicide Risk Assessment: Board of Behavioral Sciences (BBS) requirement when applying for LCSW number

Mental Health Services via Telehealth: Board of Behavioral Sciences (BBS) requirement when applying for LCSW number

Career Mapping for Graduates: Resume crafting, PhD preparation, and future planning

Transforming Trauma: An informational dive in EMDR, Brainspotting, and Internal Family Systems

Year End Reflections: Prepping for new beginnings

The participating practicum site agrees to include all BHP training hours (estimated 20-25 hours per semester) toward the student's practicum hours. At the start of each semester, the student will provide their PI/and or TS with a copy of the training schedule. Students must communicate with their PI/and or TS to adjust their practicum hours during the week of the scheduled training hours. The student may not use training hours to end practicum early per semester.

AGING AND ADULT SERVICES (AAS) MSW TRAINING PROGRAM

Competencies

Students who participate in the Aging and Adult Services (AAS) MSW Training Program must follow the set of competencies from the Council on Social Work Education's (CSWE's) Education Policy and Accreditation Standards (EPAS) and are recommended to follow the competencies established by the California Social Work Education Center's (CalSWEC's) Curriculum Competencies. CalSWEC's Curriculum Competencies for Aging were created for use by California schools of social work, in collaboration with universities, agencies, tribes, and other CalSWEC stakeholders, to prepare students for their practicum placements supporting vulnerable and aging adults. The CalSWEC Curriculum Competencies integrate content, processes, and behaviors associated with both generalist practice and specialized practice in the area of aging.

Practicum Placements

The AAS MSW Training Program at CSU Chico's School of Social Work aims to prepare and increase the number of social workers ready to support and improve the lives of aging and vulnerable adults in California. Students in the AAS MSW Training Program must engage in direct micro and mezzo practice, and/or administrative tasks within a publicly funded site that supports older and vulnerable adults. The following **Practicum Placement Guidelines** must be followed depending on the student's year in their MSW Program:

- Foundation year students must match with a practicum placement that:
    - involve contributing to the delivery of social work services for aging and vulnerable adults
    - be a PUBLICLY FUNDED system, program, and/or setting
    - eligible foundation year field training sites include county and Tribal Adult Protective Services, In Home Supportive Services, Public Guardian/Public Conservatorship, Public behavioral health programs for aging and vulnerable adults housed in public Adult Services and Behavioral Health departments, Area Agency on Aging funded by the California Department of Aging, and other fully publicly funded programs and services focused exclusively on providing services to aging and vulnerable adults.
- Advanced/Concentration year students must match with a practicum placement that:
    - involve providing social work services for aging and vulnerable adults
    - be a PUBLICLY FUNDED system, program, and/or setting
    - eligible foundation year field training sites include county and Tribal Adult Protective Services, In Home Supportive Services, Public Guardian/Public Conservatorship, Public behavioral health programs for aging and vulnerable adults housed in public Adult Services and Behavioral Health departments, Area Agency on Aging funded by the California Department of Aging, and other fully publicly funded programs and services focused exclusively on providing services to aging and vulnerable adults.

Learning Contract

Each AAS student will use the Learning Contract template to create their individualized Learning Contract and experiences. The learning contract is to be completed via the web-based CalState S4 system (https://app.calstates4.com/csuchico). The AAS student's Practicum Liaison will provide instruction on the development and completion of the document. Social work program competencies and CalSWEC/AAS competencies will be included in the construction of learning contracts.

MSW Student Learning Contracts can be found on our website - https://www.csuchico.edu/swrk/practicum-education/student-resources.shtml

Trainings & Education

AAS students will engage in monthly training to enhance their skills and knowledge in practice with vulnerable and aging adults. Additionally, students are encouraged to attend supplemental training sessions provided through other programs including the Behavioral Health Program. San Jose State University, who administers the AAS MSW Training Program, further requires students to attend virtual training to ensure students are staying up-to-date with best practices and policies. In the Fall semester, the Social Work Department offers SWRK 674: Policies and Practice with Older Adults and Their Families**.** This required course provides students with the specialized knowledge necessary for policy analysis and advanced social work practice with older adults and their families using a variety of practice concepts, skills, models, and theories. All required training, meetings, and courses for AAS students are summarized below.

Chico State Training and Meeting Requirements

- Orientation – occurs the week prior to the start of fall semester and provides an overview of the AAS MSW Training Program and its expectations for students
- Monthly trainings - occurs once a month in person during the fall and spring semesters; can be used toward practicum hours
- Program meetings – may occur virtually during the fall and spring semesters
- Professional development workshops - scheduled in the spring semester
- Other trainings - trainings scheduled and provided by the Behavioral Health Team and may be tied to the BBS LCSW application are strongly recommended for ASS students to attend

San Jose State University Training Requirements

- Virtual trainings - scheduled by San Jose State University

Courses

- SWRK 674 - offered in the Fall semester as an online course

RESOLUTION OF CONCERNS IN PRACTICUM EDUCATION

The School of Social Work Practicum Education Program is committed to helping students maximize their learning opportunities. Performance issues, personal and educational, occasionally surface in the practicum placement. The Practicum 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 support students, the agency, and the client's/community's interests.

Issues, concerns, and problems in practicum education can generally be categorized as one or more of the following:

- Situational: chronic transportation difficulties, prolonged illness, personal crisis, unreliable childcare, etc.
- Environmental: lack of adequate opportunity provided by the agency to accomplish learning objectives, changes in agency due to funding and/or personnel, limited or unsatisfactory practicum instruction, differing communication styles between the student and Practicum Instructor (PI), etc.
- Academic/Professional Behavior: ethical violations (NASW Code of Ethics), unprofessional behavior, unsuccessful completion of projects or tasks assigned, lack of ability or motivation to learn social work skills, persistent tardiness, not communicating if missing internship days, 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 with a timeframe must be settled upon by mutual agreement between the student and Practicum Instructor. **The Faculty Liaison should be informed so they can monitor the situation to ensure that progress is being made and the student is fulfilling their responsibilities.**

Environmental Issues

Occasionally problems in practicum are related to the agency's or the Practicum Instructor's (PI) ability to provide adequate/appropriate learning experiences. The student should address their concerns with the PI first, clarifying the problem area or issue and identifying possible strategies for improving the situation. **Either the student or the PI may request the Faculty Liaison to be present for this discussion.**

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 PI, and the Faculty 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 social work professional code of ethics. **If a student is not meeting the expectations, the Faculty Liaison should be informed so they can help develop a plan to help the student improve their performance (see**

performance contract under Practicum Instructor forms). If a student breaches the professional code of ethics the student may be dismissed from the practicum placement.

The following includes some examples of reasons a student may be dismissed from a practicum placement:

1. Failure to understand and 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 practicum 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. Chronically does not perform and complete assigned tasks in a timely manner
11. Violation of agency policy
12. Inappropriate behavior and/or language

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

1. 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.
2. Student displays attitudinal or unethical behaviors that question the student's fitness for the profession of social work.
3. Student displays attitudes or behaviors inconsistent with the values and ethics of the social work profession.
4. Student acts out unresolved personal issues that affect classroom behavior and/or relationships with colleagues, faculty, staff or professionals in the practicum setting.
5. 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.
6. Student fails to meet the terms of a performance contract in their practicum and the placement agency terminates the student from their practicum.
7. Lack of acceptance by two or more practicum agencies if, in the judgment of faculty and practicum staff, the placements can provide appropriate practicum experiences without undue inconvenience to the student.

The Performance Contract

The Performance Contract is used when situational or academic/professional behavior issues are identified.

- The Performance Contract should be developed by the Faculty Liaison in consultation with the agency Practicum Instructor to identify strategies to resolve the issue(s) and a timeline by which the issue(s) need to be resolved. This initial timeframe should be no longer than two (2) weeks. Changes in student's behavior to address the issue(s) must be clearly measurable.
- The Performance Contract will be signed by all three parties and a copy provided to the student, PI, Faculty Liaison, and the Director of Practicum Education.
- The Faculty Liaison will review the Performance Contract with the student and monitor to ensure that progress is being made and the student is fulfilling their responsibilities. Insufficient progress towards the expectations listed in the contract will result in dismissal from placement.
- 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 PI 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 practicum to fulfill the terms of the contract. If the extension of the contract requires the student to complete practicum 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 Practicum Education will also be notified about any extensions.

Student Support Process

When an issue or area of concern is identified by either the student or the practicum instructor, the following sequence of support should occur:

1. **Supervision discussion between the student and the Practicum Instructor to clarify the problem area(s) and issue(s) and to identify strategies for improvement and expectations for change.**
    a. The PI or student will communicate the issues and concerns, including identified obstacles to the student's learning and adequate performance, and may identify specific activities and steps that need to be taken to resolve the problem areas.
    b. The PI will inform the Faculty Liaison of the discussion with the student.
    c. Consideration of a performance contract should be discussed.
    d. Possible outcomes:
        i. Identified problems are resolved and placement continues
        ii. Identified problems are not resolved, proceed to step 2

2. **The Faculty Liaison will schedule a meeting between student, PI, and Faculty Liaison to discuss the problem area(s) and issue(s) constructively and to identify strategies for improvement and expectations for change.**
    a. The Faculty Liaison should communicate with the student and PI individually prior to the meeting.
    b. To promote ongoing growth and learning opportunities, the Practicum Education Program highly discourages changes in placements and every effort should be made to resolve the issue(s).
    c. A Performance Contract will be developed by the Faculty Liaison at this stage of the support process that will include a clear statement of the problem area(s), remediation steps, expectations for change, a clearly defined evaluation process, and a time frame for remediation. It is recommended that this initial timeframe be no longer than two (2) weeks.
        i. The Performance Contract will be reviewed by the Director of Practicum Education.
    d. Possible outcomes:
        i. Identified problems are resolved and placement continues
        ii. Identified problems are not resolved but improving. An extension of the performance contract is granted.
        iii. Identified problems are not resolved, student is dismissed from placement and will move on to a meeting with the Faculty Liaison and Director of Practicum Education/Practicum Coordinator

3. **A brief meeting between student, Faculty Liaison, and Director of Practicum Education/Practicum Coordinator:**
    a. Determine continued status in practicum seminar.
    b. Review the School of Social Work Appeal Process and the University Student Grievance Process through Student Conduct, Rights, and Responsibilities.
    c. Possible outcomes:
        i. Student pursues the School of Social Work Appeal Process
        ii. Student is eligible to return to practicum the following academic year if the situation did not warrant dismissal from the BSW/MSW program. Student should meet with their program advisor to create an alternative plan.

School of Social Work Appeal Process

The School of Social Work is committed to providing accessible and high-quality education to students across the BSW and MSW programs. However, there may be times where a student disagrees with a decision that was made that impacts their continuation, status, grade, or practicum placement in the BSW or MSW program. Any student is eligible to request an appeal. Below is an outline of the appeal process.

1. Referral to the Appeal Committee
    a. Appeals are requested through the School of Social Work Director and require written justification and evidence for the appeal. This may include email communications, learning contract, and written narrative of what transpired leading to the decision warranting an appeal.
    b. The appeal process must be initiated within five (5) instructional days of the decision warranting an appeal.
2. Appeal Committee Members
    a. The School of Social Work Director will recruit two (2) ad hoc SWRK faculty members or lecturers who are working the semester of the appeal, and one (1) tenure track faculty from another department from the College of Behavioral and Social Sciences for the Appeal Committee. In addition, the School of Social Work Director will identify one of the Appeal Committee members as the Committee Chair and one as the minute taker to record the meeting. Every effort should be made to rotate SWRK faculty and lecturers as committee members for each new Appeal Committee.
    b. When the appeal involves a practicum concern, the Agency Practicum Instructor, the Faculty Liaison, and the Director of Practicum Education/Practicum Coordinator will be invited to attend. If requested, the committee can interact with the student or Practicum Instructor separately.
    c. When the appeal does not involve a practicum concern, the Director of the relevant program (BSW or MSW) will be invited to attend.
    d. The student requesting the appeal may invite a support person to attend. The support person may be anyone save an attorney or the School of Social Work Director.
        i. The role of the support person may include meeting with the student prior to the Appeal Committee to help them prepare their statement and perspective of what transpired and review the Appeal Committee procedure.
        ii. The support person is invited to attend the Appeal Committee meeting with their primary role being observing, consulting, and providing support to the student. While it is the student's responsibility to speak on their own behalf, the support person may share their comments if requested by the student.
3. Notification
    a. The School of Social Work Director will schedule the Appeal Committee meeting date and time and forward the referral and supporting materials including summary of the issues/concerns to all committee members and additional attendees including the student, practicum team, and program directors. Students have the option to share supporting materials with their identified support person.

b. The student requesting the appeal must be given email notification of the date and time of the meeting by the Committee Chair five (5) instructional days before the Appeal Committee meeting date. If there is a conflict with the date and time, the School of Social Work Director will work with the Appeal Committee Chair and student to arrange a date and time that works for everyone.
    i. Please note that Wildcat Mail is the official form of communication and notification.

4. Appeal Committee Procedure
   a. Call to order – Committee Chair will act as facilitator.
   b. The designated Appeal Committee member records the proceedings and arranges for attendees to receive copies of both the proceedings as well as the committee's decision.
   c. Appeal Committee Chair will call for a recording of attendees and their role in the proceeding.
   d. Appeal Committee Chair will give a description of the know facts regarding the issue.
   e. The student requesting the appeal will share their perspective on what transpired and can contribute comments, explanations, challenges, evidence (if applicable) and ask questions to anyone participating in the Appeal Committee meeting.
   f. The Committee Chair will ask for comments from the support person, if requested by the student.
   g. If it is a practicum issue, the Practicum Instructor and Practicum Liaison will share their perspective on what transpired and contribute comments, explanations, challenges, evidence (if applicable) and ask questions to anyone participating in the Appeal Committee meeting.
   h. The student requesting the appeal has the opportunity to offer any additional comments or final feedback.
   i. The Appeal Committee is welcome to ask questions or clarify what they just heard.
   j. The Appeal Committee Chair will inform the student requesting the appeal of the date by which a decision and a copy of the minutes will be provided, which will be no more than two (2) instructional days after the meeting.
   k. The Appeal Committee Chair will inform the student requesting the appeal that any amendments to the minutes must be made within two (2) weeks.
   l. The student requesting the appeal, support person, and those who are not members of the committee will be excused from the meeting at this time.

5. Determination of Action
   a. The Appeal Committee will engage in discussion with the goal of reaching concurrence on the nature of the appeal and possible recommendations including development of a resolution plan*, dismissal from the current practicum placement, and/or dismissal from the School of Social Work BSW or MSW program.
      i. The Appeal Committee Chair will provide a copy of the committee's recommendation to the School of Social Work Director and the student within two (2) instructional days after the meeting. If this is a practicum issue, the recommendation will also be provided to the Practicum Team.
      ii. If the student disagrees with the Appeal Committee recommendation, the School of Social Work Director will review all of the documentation and either approve or disapprove of the recommendation from the Appeal Committee. The

School of Social Work Director will be responsible for meeting with the student requesting the appeal to review the committee's recommendation and/or Resolution Plan.

iii. A copy of the report will be placed in the student's electronic file in the 360 advising tool after the two (2) week period for amendments ends.

b. If the Appeal Committee cannot come to an agreement regarding the nature of the appeal and possible recommendations, all materials from the Appeal Committee meeting will be forwarded to the School of Social Work Director who will utilize these materials and discussion with the committee members to make a recommendation for next steps.

c. The Appeal Committee may decide that the student should receive a grade other than that given by the instructor. If that happens, the Appeal Committee will meet with the instructor to discuss the situation. If after discussion all agree, then that will be the grade the student receives. If they do not agree, the instructor has the ultimate authority over what grade is given. If the student disagrees, they can engage in the University's Student Complaint Policy described below.

*The Resolution Plan is developed in collaboration with the BSW/MSW Program Director. If it is a matter related to the practicum placement, the Director of Practicum Education will also be included in the Resolution Plan. Practicum Resolution Plans are designed for student success and conform to the policies that govern all School of Social Work practicum placements. Finally, in alignment with the FPPP and CBA, regardless of the recommendation and Resolution Plan given by the Appeal Committee, Practicum Education Team, or Director of the School of Social Work, is must be noted that the instructor of record has sole responsibility over grades, which includes the responsibility of providing clear grading criteria, careful evaluation, and timely feedback. There is a presumption that assigned grades are correct and it is the responsibility of the student to demonstrate otherwise. (The instructor of record is the Faculty Liaison if it is practicum performance concern).

Student Rights and Responsibilities

Students wanting assistance in responding to a negative evaluation of their performance, dismissal, or who believe the School of Social Work faculty or staff have violated their rights may enlist assistance from the Office of Student Rights and Responsibilities at any point in the Appeal Committee process. The formal grievance process with the Office of Student Rights and Responsibilities may be initiated only after all informal attempts to resolve the problem have been made at the department and college level and found unsatisfactory in reaching a solution. The student must file a Notice of Complaint with Student Rights and Responsibilities. Upon receipt of the Notice of Complaint, the Director will review the complaint to determine if it falls within the limits specified in Section I of this policy. See Student Complaint Policy EM 20-013 (supersedes EM 05-010).

Please note that students who violate EM 08-040, the Code of Student Rights and Responsibilities (replaces EM 96-038) or the NASW Code of Ethics may be referred to the Office of Student Rights and Responsibilities.

Practicum Specific Appeals

Closure with the Practicum Agency

Regardless of the reasons for early termination, it is expected that the student take the appropriate steps with the Practicum Education Team and work with the Practicum Instructor to seek closure with clients, co-workers, and the agency, if possible. Any plans for closure should include: the exact date of dismissal, the timing and method used to end 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, return 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 and communities served.

Repeating Practicum Courses

Any student who does not receive credit grade for their practicum experience and is given the opportunity to repeat the course may return the following year to repeat the course. Students are eligible to return to practicum the following academic year if the situation did not warrant dismissal from the BSW/MSW program. Students should meet with their program advisor to create an alternative plan.

POLICIES SPECIFIC TO STUDENTS IN PLACEMENT

Safety

The following safety policies and procedures regarding student interns in the 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 practicum faculty with general written information about safety in the practicum.
2. Each student will complete the safety checklist in conjunction with their practicum instructor. The checklist is completed via the student's CalState S4 account.
3. Faculty liaisons will address safety issues identified in discussions that take place in the practicum seminar classroom.
4. Each agency is responsible for orienting student interns to the safety policies and procedures in that particular 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 practicum instructor should explore these issues with the student immediately and the faculty liaison should be contacted to facilitate exploration of the concerns.
6. **COVID-19** – Students who have questions or concerns related to COVID-19 are encouraged to call the WellCat Health Center 530-898-5241. Additional resources:
    a. CSU, Chico COVID-19 News & Information
    b. Centers for Disease Control and Prevention (CDC)
    c. Butte County Department of Public Health
    d. California Department of Public Health

Injury/Accident Procedures

In an effort to prevent injury or accidents the School of Social Work will distribute to all practicum students, practicum instructors, and faculty liaisons "Safety Guidelines" which detail general steps students can take in the practicum to maximize safety and minimize security risks. Safety measures will be discussed in practicum orientations and seminars and followed up in discussions with the students' practicum instructors and faculty liaisons.

If an incident occurs in which a student is personally threatened or hurt, the student and the practicum instructor will contact the faculty liaison and the Director of Practicum 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 practicum instructor will contact the faculty liaison and the Director of Practicum Education immediately. The Director of Practicum 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 Risk Management website at https://www.csuchico.edu/risk/forms.shtml.

The faculty liaison and the Director of Practicum 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 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 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 practicum experience. Faculty 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 practicum faculty available if any issues arise during the academic break period, when the student is in the practicum.

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

Transportation and Travel

Usually agencies require students to have a car to perform practicum 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 practicum agencies and to carry out assignments required by the practicum agency. Students are responsible for their own day-to-day transportation to their 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 their

practicum responsibilities, they are responsible for obtaining adequate insurance to cover their 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 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 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 practicum activities. No agencies reimburse students for the costs of getting from home to agency and return.

Accessibility Resource Center

Students who have disabilities that can potentially impact their academic performance in their practicum courses may request special accommodations by contacting the Accessibility Resource Center (ARC) and having an evaluation. If a student suspects he or she may have a disability, they should contact the ARC 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 Practicum Education or the faculty liaison and provide the necessary paperwork from the ARC specifying the necessary accommodations. Students requesting reasonable accommodations for their internship will need to follow the procedures listed below:

- Obtain a letter from the ARC stating the requested appropriate academic accommodations.
- Obtain and provide a copy of a Release of Information form from the ARC for the Director of Practicum Education, faculty liaison, and practicum instructor for consultation with the ARC; and
- Inform the practicum instructor and faculty liaison directly or provide written documentation, with date, and signature of the needed accommodations.
- Practicum instructors and faculty liaisons are not responsible for adhering to the student's academic accommodations if requested after the fact (e.g. student informing practicum instructor and faculty liaison 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 or Pagers

Agencies may request that students utilize agency pagers and/or cell phones during their practicum

activities. Student use of these agency supplied devices is acceptable only during assigned 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 practicum. Students are not expected to use their own personal cell phones or pagers for agency business.

Placement agencies will also want to inform students of their policy regarding a student's use of personal cell phone during 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 School of Social Work Director or your practicum instructor 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 (X), 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 media/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 Standards for Technology in Social Work Practice: https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice

MSW Concentration Year Practicum Hours Policy

This policy is for MSW Concentration year students that includes advanced standing students (both on-campus and DL), students in the second year of the 2-year MSW program, and students in the third year of the 3-year MSW program.

- MSW Concentration year students must complete a minimum of 16 hours per week
- Practicum agencies will determine the hours that are required to be placed at that site (minimum 16 hours per week, 20 hours per week, or maximum of 24 hours per week)
- Students will select the number of hours per week they are seeking for placement (minimum 16 hours per week, 20 hours per week, or maximum of 24 hours per week)
- Students should select agencies to interview with that match their identified weekly hours
- The Practicum Education Program will make every effort to have the hour requirement for each site posted in CalState S4 so students can research appropriately. Students should make sure to inquire with prospective placement agencies as to their requirements for weekly hours.
- When a student accepts placement with an agency they are agreeing to the required number of hours for that specific agency (16, 20, or 24 hours/week)
- The agreed upon weekly hour requirement is a commitment that the student agrees to for the duration of the practicum placement (full academic year)
- If a student needs to reduce weekly hours during the academic year and the agency is not agreeable, the Practicum Education Program cannot guarantee a new placement so careful consideration should be given to the placement selection process
- Flex hours will be dependent on the weekly hours that a student agrees to (for example: if a student agrees to 16 hours per week they would be allowed up to 16 flex hours per semester to use for illness or personal reasons)

PRACTICUM INSTRUCTOR FORMS

Practicum Evaluations

Students are required to complete a Practicum Self-Evaluation at the end of fall and spring semesters. Practicum Instructors are required to complete a Practicum Student Evaluation at the end of fall and spring semesters. Evaluations are due by the dates listed in the Practicum Calendars.

Please note: evaluation templates are provided in this handbook for your reference only. Final evaluations are submitted through the CalState S4 system - https://app.calstates4.com/csuchico.

Practicum Student Evaluation

California State University, Chico

School of Social Work

Practicum Student Evaluation

This evaluation is to be completed by the Ageny Practicum Instructor and will be discussed with the student when completed. The evaluation will be submitted by the due date noted on the Practicum Education Calendar.

ptudent Name:
Student email:
Cohort:
Placement Agency:
Main Site Supervisor:
Does the student have an assigned task supervisor or off-site practicum instructor?
Faculty Liaison:
Faculty Liaison email:

The practicum instrument consists of nine student competencies that relate to the overall BSW/MSW Program Objectives. Each section includes articulated practicum learning objectives, all of which are to be evaluated. The NA category should be used when the practicum 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 practicum 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 student.

Please note: the NA rating will not be an option for the evaluations

RATING	CRITERIA
NA	No opportunity to develop this skill in this setting as of yet/or the practicum 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.

First Semester/Mid-Year Evaluation Expectations

BSW Senior/MSW Foundation Year

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.

MSW Concentration Year

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 50% of the behavioral measures in any one of the core areas.

Competency 1: Student demonstrates ethical and professional behavior.

NA12345

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
c. use technology ethically and appropriately to facilitate practice outcomes; and
d. use supervision and consultation to guide professional judgment and behavior.

Competency 2 - Student advances human rights and social, racial, economic, and environmental justice.

NA12345

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3 - Student engages anti-racism, diversity, equity, and inclusion (ADEI) in practice

NA12345

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4 - Student engages in practice-informed research and research-informed practice.

NA12345

a. apply research findings to inform and improve practice, policy, and programs; and
b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5 - Student engages in policy practice.

NA12345

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6 - Student engages with individuals, families, groups, organizations, and communities.

NA12345

a. apply knowledge of human behavior and person-in-enviroment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7 - Student assesses individuals, families, groups, organizations, and communities.

NA12345

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Student intervenes with individuals, families, groups, organizations, and communities.

NA12345

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with an on behalf of clients and constituencies.

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and communities

NA12345

a. select and use culturally responsive methods for evaluation of outcomes; and
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Please indicate if the skills identified in the nine competency areas listed above were demonstrated with one or more of the following groups:

	Yes	No
Individuals		
Families		
Groups		
Organizations		
Communities		

Narrative:

Student is on track to complete required number of practicum hours for the semester: Yes or No

The Practicum Instructor and Student discussed this evaluation together on (date):

Student Signature:
Practicum Instructor Signature:
Task Supervisor Signature (if applicable):
Faculty Liaison Signature:

Practicum Performance Contract

	School of Social Work Practicum Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	**Practicum Performance Contract**

Student	Faculty Liaison	
Practicum Instructor		
Agency		
Performance Contract Initiated (Date)		
Timeframe in which contract is to be completed	From	To

Student strengths
Specific areas needing improvement
Expected level of performance
Learning activities assigned to improve performance
Method(s) of evaluation

Student's signature	Date
Practicum Instructor Signature	Date
Faculty Liaison Signature	Date

Contract performance reviewed (date)
Contract successfully completed (date)
Contract extended to (date)
Contract not met, student dismissed from placement (date)

Student's signature	Date
Practicum Instructor Signature	Date
Faculty Liaison Signature	Date

STUDENT FORMS

Student's Reflective Essay on Fall Semester Practicum

	School of Social Work Practicum Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	**Student 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 practicum?

II. **How would you describe yourself:**
   a. At the beginning of practicum?
   b. At the present time?
   c. In terms of any differences between when you started the 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 Practicum 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?

Practicum Journal Assignment

	School of Social Work Practicum Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu/swrk	**Practicum Journal Assignment**

Students will complete ten journal entries during the course of the practicum placement. The length of each entry is not as important as the quality of content. All practicum instructors have been informed that students are to complete journal entries for each week and that they may be completed during practicum hours. Be aware of confidentiality issues – do not write a client's real name or any details that would reveal their 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.

Social Work Knowledge
Diversity
Populations as risk & social/economic justice
Human behavior & the social environment
Social welfare and policy services
Social work practice & interventions
Research

Social Work Values
Service
Social justice
Dignity & worth of the person
Importance of human relationships
Integrity
Competence

Social Work Skills
Attending skills
Minimal encouragers
Building rapport
Clarifying
Paraphrasing
Reflecting feelings
Summarizing
Starting where the client is
Probing
Partializing
Seeking concreteness
Focusing
Verbal following
Empathic communication
Confrontation
Establishing goals
Identifying tasks
Contracting
Educating
Reframing
Reviewing & Evaluating
Terminating skills

Students should be mindful of how curriculum introduced in the classroom setting is applicable to situations they are encountering in the 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

	School of Social Work Practicum Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	**BSW Student Self-Assessment**

Student Name	Date
Placement Site	
Faculty Liaison	

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 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:

Student's signature	Date
Faculty Liaison Signature	Date

	School of Social Work Practicum Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	**SWRK 632 Student Self-Assessment**

Student Name	Date
Placement Site	
Faculty Liaison	

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 liaison ensures that a signed copy is placed in the student's electronic file.

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 practicum 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:

Student's signature	Date
Faculty Liaison Signature	Date

	School of Social Work Practicum Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	**SWRK 658 Student Self-Assessment**

Student Name	Date
Placement Site	
Faculty Liaison	

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 liaison ensures that a copy is placed in the student's electronic file.

1. Discuss what you have learned about yourself in practicum 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 practicum 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:

Student's signature	Date
Faculty Liaison Signature	Date

Employment Based Practicum Proposal

California State University Chico	School of Social Work Practicum Education Program Chico, CA 95929-0550 Phone: (530) 898-5632 Fax: (530) 898-5574	Employment-Based Practicum Proposal

EMPLOYMENT-BASED PRACTICUM PROPOSAL

A student may submit a proposal requesting to complete their practicum at the agency where they are 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 students to pursue and achieve the specific objectives of practicum instruction at the BSW senior, MSW foundation, or MSW concentration year level.

2. The student should review information outlined in the *Practicum Education Handbook* related to placement objectives and requirements and then consult with the Director of Practicum Education, or if a Title IV-E student, the Title IV-E project coordinator, *prior to* developing the proposal. The manual may be found on-line at: https://www.csuchico.edu/swrk/practicum-education/field-handbook.shtml

3. The *Agency* Practicum Instructor (PI) must have had a social work degree for two years prior to serving as an PI.

4. *Ideally* a student would be assigned to a program/department other than the one where they are employed.

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,*** *for at least 30% of the student's practicum hours.* The other 70% of practicum hours can consist of *roles, tasks, or responsibilities which are already part of the student's regular employment as long as* they are directly linked to the social work competencies.
   - 30% equates to approximately 7 hours per week for a 24 hours per week practicum and approximately 5 hours per week for a 16 hours per week practicum.

Agency Practicum Instructor Minimum requirements:

- BSW students are required to have a practicum 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 practicum instructor or work with the School of Social Work to identify a qualified practicum instructor.
- MSW students are required to have a practicum 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 practicum instructor or work with the School of Social Work to identify a qualified practicum instructor.

The Practicum Instructor could potentially be an employment supervisor if it is clear that practicum supervision will be distinct from employment supervision. Careful thought should be given to the nature of the student's relationship with the proposed practicum instructor with regard to potential conflicts of interest, e.g., a co-worker who has become a friend would not be appropriate. The proposed practicum instructor must submit a current resume or a Practicum Instructor Application, and agree to attend a fall practicum orientation or complete the practicum instructor virtual orientation. The employment supervisor is also encouraged to complete the practicum orientation to increase their understanding of the practicum requirements.

If the employing agency does not already have an established contract withCSU, Chico, an Agency Profile will need to be completed. Once the agency profile is submitted the Director of Practicum Education will make a site visit. A Student Placement Agreement will be required between the proposed practicum education site and CSU, Chico. 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 Student Placement Agreement signed, review the Employment-Based practicum proposal, make any revisions necessary, and approve it in advance of the fall semester. Please be advised that the contract process may take 30-60 days to complete.**

INSTRUCTIONS: TYPE OR PRINT LEGIBLY IN BLACK INK ONLY. Please complete this application and email it to the CSU, Chico School of Social Work, Director of Practicum Education at pborel@csuchico.edu. Title IV-E students please e-mail the form to Chelsea Cornell at ccornell1@csuchico.edu.

Please check applicable status: ☐BSW ☐MSW Foundation Year ☐MSW Concentration Year		
Last Name	First Name	MI
Student #	Phone # (with area code)	
Agency Name	Agency Program	
Agency Address		
City	State / Zip	
Agency Phone # (with area code)	Alternate Phone # (with area code)	

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

Job tasks & skills of the job for which you currently are responsible (or attach job description)	Internship tasks & skills to be done/learned as an intern in the placement work setting

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

Check days student will be in placement: ☐M ☐T ☐W ☐Th ☐F ☐Sa ☐Su

The second part of your employment-based practicum proposal is to complete the following questions. You should discuss these issues with your prospective practicum instructor, your current job supervisor, and anyone else in the agency that will be responsible for facilitating your employment-based practicum.

1. Please describe your reasons for requesting an employment-based practicum.

2. How will the 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?

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

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

6. I understand my practicum instructor will need to complete a practicum instructor orientation training.
☐ YES

Before submitting this form, please provide a copy of your Employment-Based Practicum Proposal to your

- prospective practicum instructor
- employment supervisor for your current job
- prospective task supervisor (if any)
- agency director/program manager

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

Proposed Practicum Instructor's Signature	Date
Print Name	Phone # (with area code)
Email Address	Degree/Credentials: ☐ BSW ☐ MSW ☐ LCSW ☐ Other *(please specify):*
Signature/Approval of Organization's Director/Program Manager	Date
Print Name	Phone # (with area code)
Email Address	
Signature of Student	Date
Print Name	Phone # (with area code)
Email Address	

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 practicum as described in this proposal.

Current Employment Supervisor' Signature	Date
Print Name	Phone # (with area code)
Email Address	Degree/Credentials: ☐ BSW ☐ MSW ☐ LCSW ☐ Other *(please specify):*

Employment-Based Practicum Release of Information

I, _____ am 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 practicum. The School of Social Work may consider this information in rendering a decision about my continued participation in the practicum course.

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

Student Signature	Date
Agency Practicum Instructor Signature	Date
Agency Director/Program Manager Signature	Date

APPENDIX

Student Remediation Plan

	School of Social Work Practicum Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	**Student Remediation Plan**

Student Name:	**Date**:
Appeal Committee Members:	
Brief description of circumstances that led to Student Appeal Committee:	
Nature of the problem:	**Supportive evidence of the problem:**
Other circumstances/concerns not identified above:	
Recommend dismissal from Social Work Program: _____ Yes _____ No	
Recommend alternative plan with remediation: _____ Yes _____ No	

Remediation Recommendations

Timeframe for remediation efforts	**Date remediation efforts will be re-evaluated**

Student's signature	Date
Director of Practicum Education Signature	Date
BSW/MSW Program Director Signature	Date
Faculty Signature	Date
Faculty Signature	Date
Faculty Signature	Date

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 PI? 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 PI 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 PI 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 read
   c) Sit with staff doing intakes, screenings, or interviews; attend staff meetings
   d) Introduce yourself to the 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 PI 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 receptionist 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 a student:
    a. Be sure to ask your PI 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 PI is called away, as well as who is available for information on an informal basis.

15. Let your PI 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 your Faculty Liaison or Director of Practicum 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 practicum settings:

- Review the Agency's written policies and procedures regarding home visits, as well as other safely 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 changer 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, revealing clothing, or clothing that could be interpreted as 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 practicum instructor, your faculty liaison, or the Director of Practicum Education.

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

NASW Code of Ethics

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the 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, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
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.

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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 this 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 and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

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; 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 should take measures to care for themselves professionally and personally. 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. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. 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

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

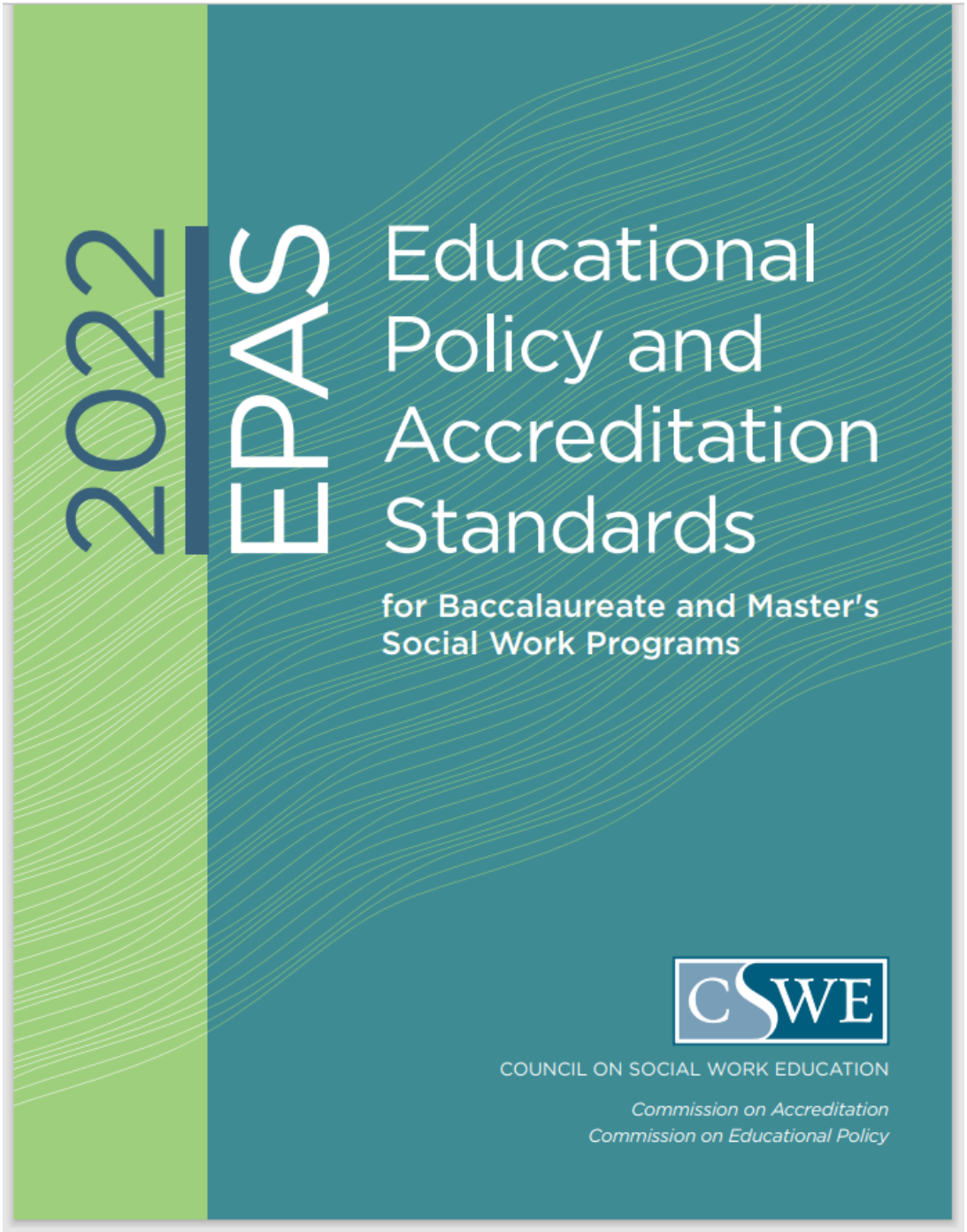
6. Social Workers' Ethical Responsibilities to the Broader Society

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.

Please follow these links to review the most current University Policies:
https://www.csuchico.edu/osrr/policies.shtml

https://catalog.csuchico.edu/academic-standards-policies/

CSWE – Educational Policy and Accreditation Standards

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