Master of Social Work Program

Field Education Manual

Master of Social Work Program
Welch Hall 385
1000 E. Victoria St.
Carson, CA. 90747
(310) 243-3170
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# Faculty and Staff Directory

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td><strong>College of Health, Human Services, and Nursing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>(310) 243-2042</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Mekada Graham, Ph.D. Professor and Chair</td>
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<td><a href="mailto:mgraham@csudh.edu">mgraham@csudh.edu</a></td>
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<tr>
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</tr>
<tr>
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<td>WHB-385G</td>
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<tr>
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<td><a href="mailto:lfranco@csudh.edu">lfranco@csudh.edu</a></td>
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</table>
CODE OF ETHICS

The National Association of Social Workers (NASW) requires that all professional social workers promote and maintain high standards of ethical behavior in the field of social work. The Department of Social Work has adopted the NASW Code of Ethics (Appendix C) as the standard it expects its students to meet during their participation in the program. Students are expected to adhere to and maintain the highest level of ethical behavior. Any violations of the Code of Ethics may result in termination of the student from the program.

ACCREDITATION

The CSUDH MSW Program became fully accredited by the Council on Social Work Education (CSWE) in February, 2010, and received reaffirmation from CSWE in February, 2015. Obtaining full accreditation is a lengthy process involving several steps and lasting for at least four years. Accreditation is essential for all graduate social work programs especially in states where there is licensure, because only graduates from accredited programs are permitted to take the licensing exam. The accreditation process for programs involves several steps: (1) Application; (2) Completion of an initial self study referred to as Benchmark 1 followed by an on-campus site visit results in admittance to candidacy. Candidacy is the first level of accreditation and graduates from programs in candidacy are granted the right to collect hours toward licensure; (3) Benchmark 2 is completed in year two of the program followed by another site visit; (4) A Draft Self Study is completed in year three of the program, with another on-campus site visit and a recommendation the program complete a full Self Study and prepare for a full site team visit; (5) During year four the full Self Study is written and a team of social work educators visit campus to review the program. The program is then eligible for full accreditation; (6) Initial accreditation is granted for four years.

OVERVIEW OF THE MSW PROGRAM AT CSUDH

The Master of Social Work Program at California State University, Dominguez Hills is strategically located to focus on the diverse social service needs and problems particular to the South Bay area of Los Angeles County, a large metropolitan area, which includes a socially and culturally diverse population. Because of this diversity the program will prepare social work students for contextually competent social work practice, inclusive of the issues of culture, race, ethnicity, socioeconomic status, class, gender differences, sexual orientation, religion and the effects of bias, prejudice and institutionalized racism. These issues and concerns may obscure helping efforts if they are not appropriately recognized and dealt with in practice and in social policy development and implementation. Thus, the program aims at increasing students’ understanding of the underlying causes and resulting effects of prejudice, discrimination, and stereotyping from a variety of perspectives and teaches ways of identifying strategies and interventions for addressing these concerns and problems in social work practice.

The Program has developed a psychosocial, ecological and cross-cultural orientation to social work practice and is designed to educate contextually competent social work practitioners. The curriculum is developed and organized as a coherent and integrated whole consistent with
program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

The MSW Program requires completion of 60 semester credit hours over two years of full-time study or three years of accelerated evening/weekend study. Courses are evenly divided between foundation and concentration curricula. Foundation coursework is founded on a generalist social work practice curriculum that prepares students for advanced academic work in one concentration, Social Work Practice in Communities. Students are then able to select a program specialization: Children, Youth and Families (CYF), Community Mental Health (CMH) or Community Capacity Building (CCB). Presently the program does not offer advanced standing.

The foundation curriculum is considered the foundation for social work practice. Students complete 488 hours of fieldwork at a community-based site. The intent of students’ foundation experience is to:

1. Provide grounding in the social work profession,
2. Teach assessment, practice and research models at all levels of social work practice,
3. Provide instruction on the social welfare institution and its many facets,
4. Engage students in practice opportunities utilizing the full range of social work roles in working with the breadth and scope of social work client systems, and
5. Expose students to advanced theory in preparation for autonomous practice.

The concentration coursework prepares students for autonomous professional social work practice in the area of Social Work Practice in Communities. This course of advanced study requires students to use the educational and practice skills from the foundation experience to specialize in one of these fields of practice: CYF, CMH or CCB. At the advanced levels students are expected to understand theory, analyze it for its contextual properties and implement cultural and contextually competent practice. Additionally, students will be prepared to evaluate their practice and programs, and create research questions that demonstrate advancement of ideas with specific populations. Students are expected to understand the connection between personal troubles and issues and realize that social change is a natural extension of social work practice at all levels. They will therefore be prepared to advocate and organize for this end. Under the supervision of program approved Fieldwork Instructors, students will complete 540 internship hours allowing them to carry out concentration curriculum objectives. And, at the conclusion of their study students will present a capstone project that reflects their knowledge, skills and values as professional social workers.

**MISSION OF THE MSW PROGRAM**

The mission of the MSW program guides the program goals and objectives. The mission statement reads as follows:

> The CSUDH MSW Program is dedicated to the pursuit of a more just, global society through a critical, theoretical approach to education, scholarship, research, and community practice addressing societal dynamics stemming from the intersection of race/ethnicity, culture, gender, immigration, and socio-economic status, and membership in other categories
historically subjected to oppression, discrimination and indifference. Located in a diverse, complex urban setting, the program prepares Master level social workers to professionally and ethically deliver social work practice grounded in analysis, intervention, evaluation and advocacy which addresses oppression and structural inequality to enhance the well-being of individuals, families and communities.

ADMISSIONS CRITERIA, PROGRAM OPTIONS AND POLICIES

Currently we offer two program options: 1) A two year full-time program with classes meeting on Tuesdays and Thursdays throughout the day, and fieldwork hours on Mondays, Wednesdays, and some Fridays; 2) An accelerated three year part-time program with classes in the evening and every other weekend and fieldwork hours on Mondays, Wednesday and some Fridays in the second and third years.

Admission to the Master of Social Work program is limited to the fall semester each academic year; we do not offer spring or summer admissions. CSUDH’s Rolling Admissions process accepts applications during a specified application period. Typically we accept applications from mid-October through mid-February. Once the program is filled, eligible students who have been reviewed may be placed on a waiting list. Applications received after the program is filled may or may not be reviewed. Please be sure to check the website for updated information.

The CSUDH MSW Program Admissions Committee welcomes applicants that can demonstrate high academic achievement and potential for professional social work practice. The requirements for admissions are as follows:

- Completed bachelor’s degree with a liberal arts foundation from an accredited institution. Coursework should include a minimum of three (3) courses in the behavioral sciences (social work, sociology, cultural anthropology, psychology, economics, political science, gender or ethnic studies), two (2) courses in the humanities (philosophy, history, literature, religious studies, performing or visual arts, etc.), one (1) course in English composition and the two outlined prerequisites.

- Completion of a CSUmentor application available online at csumentor.edu

- A complete application packet including: one set of official transcripts from each college and university attended, personal statement, 3 sealed reference forms with letters of recommendation, optional GRE scores, and a completed supplemental (department) application.

- Students are required to have a 2.75 GPA within the last 60 units of their bachelor’s degree to be admitted to the MSW program. Applicants with a lower GPA may be considered based on their meeting certain other criteria.

- Students are required to have passed one (1) course in either human development or its equivalent.

- Students are required to have passed one (1) course in Elementary Statistics.
Graduate Record Exam (GRE) scores are strongly recommended if GPA in the last 60 units of the bachelor’s degree is below 2.75. One must be accepted to both the University and to the MSW program in order to matriculate. At this time, the MSW program at CSUDH does not offer advanced standing to students. For students who believe they have already mastered foundation curriculum content please see the credit by examination and credit for transfer graduate work sections. Students are reminded that no academic credit is given for life experience or previous or current employment.

EDUCATIONAL GOALS AND OBJECTIVES

The CSUDH Department of Social Work has adopted the following five goals in order to accomplish our stated mission:

1. To educate social work practitioners to engage in autonomous, professionally competent practice, which includes culturally appropriate interventions tailored to enhance the well-being of individuals, families, and the successful functioning of groups and organizations.
2. To educate social work practitioners to engage in economic and social justice work through the practice of culturally and contextually competent interventions at all levels, including analysis, advocacy, direct interventions and evaluation with communities in diverse urban environments.
3. To educate social work practitioners to develop a life-long learning philosophy based on ongoing self-evaluation of practice with individuals, families, groups, organizations and communities informed by social research.
4. To educate social work practitioners to engage in ethical social work practice which is consistent with the values of the profession through expectations and opportunities in work with clients in community practice.
5. To educate social work practitioners to engage in a critical and theoretical approach to social work practice through exposure to and participation in faculty scholarship and research in the classroom and in the community.

We have selected the theoretical framework of Critical Race Theory and Intersectionality as an organizing principle of the curricula of the MSW program.

Upon completion of the MSW program at California State University, Dominguez Hills, graduates will be able to:

- EPAS Competency 1: Demonstrate Ethical and Professional Behavior
- EPAS Competency 2: Engage Diversity and Difference in Practice
- EPAS Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- EPAS Competency 4: Engage In Practice-informed Research and Research-informed
Practice

- EPAS Competency 5: Engage in Policy Practice
- EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- EPAS Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- EPAS Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

*Competencies based on Educational Policies and Accreditation Standards (EPAS), 2015*

**NONDISCRIMINATION POLICY**

California State University, Dominguez Hills is an equal opportunity/affirmative action institution that does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability or handicap, disabled veteran’s or Vietnam Era veteran’s status. This policy is applicable to all employment practices, admission of students, and educational programs and activities.

Only the following factors may be used to make distinctions among individuals: merit, ability, talent, knowledge, and achievement as they related to the goals and missions of this institution. We reaffirm that full support will be given to affirmative action programs which seek to overcome under-utilization of ethnic minorities, women, Vietnam-era veterans, special disabled veterans, and persons with disabilities.

California State University, Dominguez Hills is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs. The University’s full nondiscrimination statement can be found in Appendix A. Inquiries concerning this policy’s application may be referred to the Special Assistant to the President for Equity and Internal Affairs.

**SEXUAL HARASSMENT POLICY**

It is the policy of California State University, Dominguez Hills and the Department of Social Work to maintain a working and learning environment free from sexual harassment of its students, employees, and those who apply for student or employee status and to take action to
eliminate sexual harassment. Sexual harassment is illegal and such conduct is subject to disciplinary action being taken against the alleged harasser.

In determining whether conduct actually constitutes sexual harassment, the circumstances surrounding the conduct will be carefully considered. Where the facts support the allegations, all appropriate measures including disciplinary action shall be taken.

Students may view the complete policy at http://www4.csudh.edu/class-schedule/fa14/university-policies/non-discrimination-and-anti-harassment-policy. This policy is administered by the Assistant Vice President of Human Resources. Questions, comments, suggestions, or complaints should be directed to that office.

STUDENT GRIEVANCE POLICY

The purpose of this policy is to provide a mechanism to resolve student complaints against other members of the campus community. Students may wish to discuss their concerns with their academic advisor and or the Chair of Student Services. Students should be prepared to document such instances and potentially discuss their concerns. This procedure does not handle grade appeals for which there is a separate process.

In all cases, the University’s commitment to the student is to provide a resolution of his/her complaint in a fair and reasonable manner. Information on the Student Grievance Procedure may be viewed at http://www4.csudh.edu/class-schedule/sp14/university-policies/student-grievance-procedure. Students may also obtain a copy of that procedure from the Office of the Vice President for Enrollment Management & Student Affairs, located in Welch Hall A410.

ACCOMODATION OF DISABILITY

The Department of Social Work is committed to making the University’s programs, activities, and facilities fully accessible to all students. Verification and arrangements for necessary accommodation(s) must be coordinated through Disabled Student Services. Students who do not utilize the Disabled Student Services process will not be entitled to accommodations. Students must also inform classroom instructors of their need for accommodations and present documentation provided by Disabled Student Services. Forms, procedures and contact persons can be found at: www.csudh.edu/dss/student-services.html. The Disabled Student Services Office is located in Welch Hall D-180.
CAMPUS RESOURCES

University website  www.csudh.edu

College website  www.csudh.edu/chhsn

Department website  http://www4.csudh.edu/social-work/

My CSUDH  www.my.csudh.edu
Online registration for classes, obtain access to records (schedule, grades, transcripts), financial aid, account balance, search for classes, etc.

Office of Graduate Studies  www.csudh.edu/graduate-studies/
(310) 243-3693
General information about graduate studies, fees and tuition, financial aid, graduation, etc.

University Library  http://www4.csudh.edu/library/
(310) 243-3715

Admissions, Records & Registration
http://www4.csudh.edu/admissions-records/
(310) 243-3645

Bookstore  http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&demoKey=d&storeId=10199&cm_mmc=%20Redirect- -VanityURL- -csudhshop.com- -10199
(310) 243-3829

Disabled Student Services  www.csudh.edu/dss/student-services.html
Voice: (310) 243-3660   TDD: (310) 243-2028
Information regarding special facilities and services available to students with a disability.

Student Health Services  http://www4.csudh.edu/shps/student-health-services/index
(310) 243-3629
All full time students currently enrolled at CSUDH are eligible for services upon proof of enrollment. FirstAid and referrals are available to all faculty, staff, and visitors at no cost.

Psychological Services  http://www4.csudh.edu/shps/psychological-services/index
(310) 243-3818
Services for students who are experiencing any type of personal or interpersonal problems who may want to participate in a counseling experience.
Information Technology  http://www4.csudh.edu/it/
Help Desk  (310) 243-2500

University Police  www.csudh.edu/dhpdl/
(310) 243-3639

Testing Office  www.csudh.edu/testing/
(310) 243-3909
Administers the Graduate Writing Exam

Blackboard  www.toro.csudh.edu
Web-based classroom educational and management platform

University Catalog  http://www4.csudh.edu/university-catalog/
General information about the University, policies and procedures

Academic Calendar  http://www4.csudh.edu/academic-affairs/student-information/academic-calendar/

Class Schedule  http://www4.csudh.edu/class-schedule/index
Up-to-date information about class schedules
DEPARTMENT RESOURCES

MSW Student Manual

Fieldwork Manual
The manual provides students with an overview of the field education program including policies and procedures, contracts, and forms.

Advising
The Faculty Advisor is responsible for answering questions about academic requirements, professional goals and advising students with issues and problems that may impact a student’s success in the program e.g., academic probation, changes in course plan, and specialization declaration. Prior to each semester the student must complete the MSW Program Advising Registration Form to receive approval of the upcoming course load. This process ensures constant communication between the advisor and the student in regards to their academic progress. It is strongly recommended that the student meet with their academic advisor at least once throughout the academic year.

Student Organizations
Various student organizations exist within the University and are centered on student interest to serve as a vehicle to promote student development and support. Students have created the CSUDH Graduate Association of Social Work (GASW), which was created to provide mutual support to each other and create a social work presence in the campus community. The CSUDH GASW meets monthly with a faculty advisor and is informed of various MSW program happenings. The GASW elects a student representative to serve as the faculty liaison. This student attends faculty meetings as they are able, and communicates information, opportunities and/or issues to the GASW. Reciprocally, if students have issues or input that need to be brought to faculty, this liaison provides that communication to the faculty.

COMMUNICATION

Department to Student Contact
Contact from the department to the student will be made primarily via University email. Contact may include policy and procedure changes, announcements, events, new developments, and other business. Thus, it is vital that students check their University email regularly. CSUDH provides free email and internet access to students and all students are assigned an email address on the system.

Students will also have an individual file folder located in a filing cabinet housed in the Social Work office (Welch Hall B-385). These file folders will also be used to communicate with students regarding major matters and to return assignments or other school-related documents. Students are responsible for checking folders regularly. Student folders can also be used as a mode of communication between students.
Student to Department Contact
Faculty and staff mailboxes are located in Welch Hall B-385. Faculty and staff contacts (e.g. phone number, email address) are listed on page 3 of this manual. For speedy responses, it is highly encouraged for students to email faculty and staff.

Change of Address or Name
Students must report all change of address or contact information to the Administrative Assistant of the Department of Social Work as soon as possible. The Department is not responsible for communication not received due to a change in e-mail address or home address.

Students must also inform Admissions and Records/Registration of any change of contact information.

CLASS SCHEDULING

With the exception of the Accelerated three-year part-time program, all MSW classroom courses are scheduled on Tuesdays and Thursdays and students are expected to be available for classes on those days. Summer classes may be scheduled on different days and students will be informed of the schedule the semester before the summer session starts. The Accelerated three-year part-time program includes weekend classes. Students are advised to consult the class schedule in advance to plan for the successful completion of their program.

CLASS SEQUENCE

All MSW courses are scheduled in progression and students are expected to follow the prescribed sequence. Pages 14-16 show the class sequence for both programs as well as the foundation and concentration curriculum.
## MSW Course Schedule for Full-time Two Year Students

### Foundation Year Course Schedule

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>MSW 500 Human Behavior and the Social Environment I (3)</td>
<td>MSW 501 Human Behavior and the Social Environment II (3)</td>
</tr>
<tr>
<td>MSW 510 Social Welfare Policy I (3)</td>
<td>MSW 511 Social Welfare Policy II (3)</td>
</tr>
<tr>
<td>MSW 520 Generalist Social Work Practice I (3)</td>
<td>MSW 521 Generalist Social Work Practice II (3)</td>
</tr>
<tr>
<td>MSW 595 Critical Race Studies in SW Practice (3)</td>
<td>MSW 530 Social Welfare Research (3)</td>
</tr>
<tr>
<td>MSW 540 Fieldwork Practicum I (3)</td>
<td>MSW 541 Fieldwork Practicum II (3)</td>
</tr>
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</table>

### Concentration Year Course Schedule: Children Youth and Families Specialization

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>MSW 550 Advanced SW Practice in Communities (3) *</td>
<td>MSW 555 Advanced Practice in Administration and Leadership (3) *</td>
</tr>
<tr>
<td>Elective (3) ****</td>
<td>MSW 560 Social Welfare Policy III: Children Youth and Families (3) ***</td>
</tr>
<tr>
<td>MSW 570 Fieldwork Practicum III (3) **</td>
<td>MSW 571 Fieldwork Practicum IV (3) **</td>
</tr>
<tr>
<td>MSW 598 Capstone Project or Thesis: Part 1 (3) *</td>
<td>MSW 599 Capstone Project or Thesis: Part 2 (3) *</td>
</tr>
</tbody>
</table>

* Courses required of all students regardless of concentrations
** Courses required of all students but placement is in a setting that supports their specific specialization
*** Courses required of CYF specialization only unless approved by specialization instructor
**** Please consult with your Advisor re: approved electives that are available within or outside of the Department

### Concentration Year Course Schedule: Community Mental Health Specialization

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>MSW 550 Advanced SW Practice in Communities (3) *</td>
<td>MSW 555 Advanced Practice in Administration and Leadership (3) *</td>
</tr>
<tr>
<td>Elective (3) ****</td>
<td>MSW 560 Social Welfare Policy III: Community Mental Health (3) ***</td>
</tr>
<tr>
<td>MSW 570 Fieldwork Practicum III (3) **</td>
<td>MSW 571 Fieldwork Practicum IV (3) **</td>
</tr>
<tr>
<td>MSW 580 Seminar in Mental Health Issues (3) ***</td>
<td>MSW 523 Social Justice in Social Work Practice (3)*</td>
</tr>
<tr>
<td>MSW 598 Capstone Project or Thesis: Part 1 (3) *</td>
<td>MSW 599 Capstone Project or Thesis: Part 2 (3) *</td>
</tr>
</tbody>
</table>

* Courses required of all students regardless of concentrations
** Courses required of all students but placement is in a setting that supports their specific specialization
*** Courses required of CMH specialization only unless approved by specialization instructor
**** Please consult with your Advisor re: approved electives that are available within or outside of the Department

### Concentration Year Course Schedule: Community Capacity Building Specialization

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW 550 Advanced SW Practice in Communities (3) *</td>
<td>MSW 555 Advanced Practice in Administration and Leadership (3) *</td>
</tr>
<tr>
<td>Elective (3) ****</td>
<td>MSW 560 Social Welfare Policy III: Community Capacity Building (3) ***</td>
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<tr>
<td>MSW 570 Fieldwork Practicum III (3) **</td>
<td>MSW 571 Fieldwork Practicum IV (3) **</td>
</tr>
<tr>
<td>MSW 580 Seminar in Mental Community Capacity Building (3) ***</td>
<td>MSW 523 Social Justice in Social Work Practice (3)*</td>
</tr>
<tr>
<td>MSW 598 Capstone Project or Thesis: Part 1 (3) *</td>
<td>MSW 599 Capstone Project or Thesis: Part 2 (3) *</td>
</tr>
</tbody>
</table>

* Courses required of all students regardless of concentrations
** Courses required of all students but placement is in a setting that supports their specific specialization
*** Courses required of CCB specialization only unless approved by specialization instructor
**** Please consult with your Advisor re: approved electives that are available within or outside of the Department
## MSW Course Schedule for Accelerated Three Year Part-time Students

<table>
<thead>
<tr>
<th>Fall Semester Yr 1</th>
<th>Spring Semester Yr 1</th>
<th>Summer Yr 1</th>
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<tbody>
<tr>
<td>MSW 500 Human Behavior and the Social Environment I (3)</td>
<td>MSW 510 SW Policy (3)</td>
<td>MSW 511 SW Policy 2 (3)</td>
</tr>
<tr>
<td>Sat (AM)</td>
<td>Sat (AM)</td>
<td></td>
</tr>
<tr>
<td>MSW 595 *Critical Race Studies (3)</td>
<td>MSW 530 SW Research 530 (3)</td>
<td>MSW 501 Human Behavior and the Social Environment II (3)</td>
</tr>
<tr>
<td>Sat (PM)</td>
<td>Sat (PM)</td>
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### COURSE DESCRIPTIONS

#### Foundation Curriculum

**MSW 500 Human Behavior and the Social Environment I (3) Fall**

The first of two companion courses focuses on individual and family life span development. Cast in the context of an ecosystems framework, theoretical perspectives examine individual and family development in the context of social, political, historical and cultural variables.

**MSW 501 Human Behavior and the Social Environment II (3) Spring**

HBSE II, the second of two companion courses, examines the interrelationships among social institutions, social structure and social processes, on the one hand, and the realities of the lives of individuals, families, groups, communities, organizations and societies, on the other.
MSW 510    Social Welfare Policy I (3) Fall
The structure, functions and components of U.S. social welfare policy are identified and critically analyzed to reveal its scope, reach and limitations; current and historically successful approaches and tools to improve policies, increase social justice and reduce inequalities are reviewed.

MSW 511    Social Welfare Policy II (3) Spring
Preparation to engage in policy practices advancing social and economic well-being of individuals, families, organizations and communities, improving service delivery systems by critically assessing legislative, social, economic, cultural, political, administrative and legal aspects of policy provisions and advancing social justice.

MSW 520    Generalist Social Work Practice I (3) Fall
This course will focus on theories, models and interventions of generalist social work practice when working with individuals and families. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.

MSW 521    Generalist Social Work Practice II (3) Spring
This course will focus on theories, models and principles for generic social work practice with groups, communities and organizations. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.

MSW 595    Critical Race Studies in Social Work Practice (3) Fall
In-depth overview of Critical Race Studies (CRS) in social work fields. Examination of the causes and symptoms of structural racism and social/racial hierarchies in underserved communities. Analysis of the history and development of CRS’ application to practice issues.

MSW 540    Fieldwork Practicum I (3) Fall
Supervised foundation field placement in an educationally supervised agency designed to apply the knowledge, skills and values learned in concurrent social work courses. Students complete a minimum of 224 hours of supervised practice and participate in a weekly seminar throughout the semester.

MSW 541    Fieldwork Practicum II (3) Spring
Continued supervised field placement in an educationally supervised agency designed to apply the knowledge, skills and values learned in concurrent social work courses. Students complete a minimum of 264 hours of supervised practice and participate in a weekly seminar throughout the semester.

MSW 530    Social Welfare Research (3) Spring
Critical assessment and mastery of research methodologies to systematically evaluate one’s own social work practices, focusing on those used to evaluate published research studies, assess
service and program delivery, and participate in conducting research as a professional social worker.

**Concentration Curriculum**

**MSW 523  Social Justice in Social Work Practice (3) Spring**
This course examines the history and consequences of different definitions of social justice. Social justice within human rights, culture, values, and ethics will be explored including related theory, social policy and movements and development of effective strategies promoting social justice.

**MSW 550  Advanced Social Work Practice in Communities (3) Fall**
In-depth overview of Social Work from a Community Practice perspective, educating about the following intervention theories: Cognitive; Attachment; Intersectionality; Constructionism; and Asset and Social Development. The course will examine skills used by social workers to conduct culturally competent interventions.

**MSW 551  Social Policy III Community Capacity Building (3) Spring**
Community Capacity Building’s growing influence on social policies and achievements improving the well-being of individuals and families in poor urban neighborhoods are described and analyzed to prepare professional social workers to advance social, economic and environmental justice.

**MSW 555  Advanced Practice in Administration and Leadership (3) Spring**
This course introduces the concepts and theories involved in leadership, administration and management of a human services organization. Leadership styles will be examined, paying close attention to those that recognize diverse cultural styles and incorporate contextually competent approaches to administration.

**MSW 560  Social Welfare Policy III: Children, Youth and Families (3) Spring**
This course is designed to provide students with an advanced understanding of key issues, concepts and skills associated with policy analysis and development of policy alternatives and political action on behalf of children, youth and families.

**MSW 561  Social Welfare Policy III: Community Mental Health (3) Spring**
Community mental health policies, programs, services and initiatives identified and critically assessed for quality, utilization, social justice considerations, and social work impact, using specialized policy analyses, professional activities and political actions focusing on populations-at-risk within and across affiliated organizations.

**MSW 570  Fieldwork Practicum III (3) Fall**
Supervised agency experience at an advanced level in direct and administrative practice within student’s concentration. Students integrate at least two of the five intervention theories taught in practice curriculum. Students complete a minimum of **268 hours** of supervised practice and bi-monthly integrative seminars.
MSW 571 Fieldwork Practicum IV (3) Spring
Supervised agency experience at an advanced level in direct and administrative practice within student’s concentration. Students integrate at least two of the five intervention theories taught in practice curriculum. Students complete a minimum of 272 hours of supervised practice and bi-monthly integrative seminars.

MSW 580 Seminar in Child Welfare Issues (3) Fall
This course identifies and critically analyzes a broad range of welfare issues related to children, youth and families, such as child maltreatment, poverty, race, gender, sexual orientation, and gang violence, focusing on contributing factors, recent research, policies and treatment modalities.

MSW 581 Seminar in Community Capacity Building (3) Fall
Focus is on the collaboration, assessment, implementation and evaluation of various strategies utilized to build capacity within communities. Students will apply the tenets of Asset and Social development to support/aid in the development of families, neighborhoods and communities.

MSW 582 Seminar in Mental Health Issues (3) Fall
This course examines mental health from a community perspective. Cast in the context of the recovery model, theoretical perspectives examine assessment, treatment planning and approaches to recovery and wellness. Critical Race Theory, cultural implications and outcomes will be examined.

MSW 598 Capstone Project or Thesis: Part 1 (3) Fall
Students design an original, individual proposal for a research protocol or intervention project guided by critically assessing published studies and relevant literature investigating a topic relevant to their social work practice illustrating acquisition and integration of graduate studies.

MSW 599 Capstone Project or Thesis: Part 2 (3) Spring
Students complete their original proposal from MSW 598 that investigates a topic relevant to their social work practices that illustrates their acquisition and integration of their graduate studies to satisfy the capstone requirement.

MSW 592 Diagnostic Assessment in Social Work Practice (Suggested elective for stipend and CMH specialization) (3) Fall
Overview of assessment for contextually and culturally-competent social work practice using the DSM-5. A principal goal is to address from a social justice standpoint issues of social hierarchies and power in the use of diagnoses of mental health disorders.

MSW 600 Project Continuation Course (0)
Students who have not completed their course work but not their comprehensive exam, directed project or thesis may maintain continuous enrollment by registering for this course with permission of the program Chair.
FIELDWORK SEQUENCE

The philosophy of the California State University, Dominguez Hills (CSUDH) Field Education Program is that field practice supplements and reinforces classroom instruction. The practicum offers students an opportunity to come in contact with populations that have various types of needs and problems reflective of the population the student would encounter in future practice. In the practicum, the student is able to go where the client population is located, provide a service, and assist in meeting the individual, families, groups, organizations, communities, and societal needs. The practicum plays a vital role in the preparation of competent future social work professional practitioners. In addition to the skills and theoretical knowledge needed for direct service with various client systems, students also gain a hands-on understanding of the social work profession’s value base, its expectations in terms of practice and codes of conduct, communication, and protocols.

The MSW program is a rigorous course of study comprised of 60 semester units of course work. Twelve of these units are devoted to fieldwork, where the student spends a minimum of 1028 hours in an educationally focused fieldwork experience at selected social work/social service agencies in a surrounding community. Each student has two fieldwork placements (in two different agencies) during the course of study. Fieldwork placements are identified and assigned by the Field Faculty. Every effort is made to provide each student with one placement in a public agency and one placement in a non-profit agency. The majority of foundation-year placements focus on direct service with individuals, groups and communities. Concentration-year placements may focus on direct service or on administration/management activities.

The schedule for the academic year model of fieldwork parallels the University academic year, with field placement beginning in September and continuing through early May (start and end dates may vary slightly depending on program model). Students take concurrent course work and a weekly fieldwork seminar. Students complete 16 hours per week during their foundation year field placement and 20 hours per week during their concentration year of fieldwork practicum for a minimum of 1028 of fieldwork hours by the end of their MSW program.

MALPRACTICE INSURANCE REQUIREMENTS

University fees paid by students at the time of enrollment and registration in the MSW program and in fieldwork cover the required malpractice liability insurance through the University’s blanket insurance policy.

Council on Social Work Education (CSWE)

The CSUDH MSW Field Education Program supports the foundation curriculum in the Council on Social Work Education’s Educational Policy, Section 4 and advanced curriculum content in Educational Policy, Section 5. The social work program administers field education consistent with program goals and objectives that emphasize the importance of contextual competence while focusing on human systems and the helping process. CSUDH provides for more than the minimum of 900 hours of field education, admits only those students who have met the program’s specified criteria for field education, has a written criteria for selecting field placements, a process for monitoring students and maintaining contact between the Faculty Field
Liaison and agencies, and a method for evaluating students and the effectiveness of agencies providing field instruction.

**NASW Code of Ethics**

The NASW Code of Ethics is addressed and discussed in field seminar group as part of vignette discussions, in practice scenarios, and in supervision, in order to help the student combine course content while developing ethical practice skills. The NASW Code of Ethics can be found in the CSUDH MSW Student Manual and can be downloaded at: [http://www4.csudh.edu/Assets/CSUDH-Sites/Social-Work/docs/Student-Manual-2015-16.pdf](http://www4.csudh.edu/Assets/CSUDH-Sites/Social-Work/docs/Student-Manual-2015-16.pdf). In fieldwork practice and seminars, the student develops and demonstrates a basic understanding and commitment to social work values and ethics in their practice via gained self-awareness (identification of their own value system, biases, the ability to manage complexities involved with ethical dilemmas, including confidentiality, boundaries, and right-to-self-determination issues, etc.). The student also demonstrates beginning competence in this area, through professional commitment to the Code of Ethics and the standards of the social work profession regardless of client, agency, community, or one’s own values and expectations. This is reflected in their attitudes, behaviors, communications, and practices. MSW students in the CSUDH Master of Social Work program are to adhere to the tenets of the NASW Code of Ethics.

**Liberal Arts, Horizontal and Vertical Integration in Field Education**

The field education program is closely tied horizontally to all of the classroom foundation courses and vertically to the students’ liberal arts education. A strong effort is made to apply CSUDH MSW Program classroom content to the fieldwork setting. Students are expected to apply their knowledge of human behavior and of small and large systems obtained in their liberal arts education to the issues and problem encountered in the field practicum. In addition, students are asked to conduct critical analyses designed to increase understanding of issues impacting the client systems’ overall level of functioning by looking at the role and influence that culture, societal systems, economics, politics, and psychology have on the client. This vertical integration with the liberal arts preparation helps students apply, in practical ways, the information they have learned in their undergraduate studies. The foundation, generalist field education courses are also vertically integrated with the advanced, concentration program, for which the generalist studies prepare the students.

Through the various references and course coverage related to diversity and cultural sensitivity, students demonstrate awareness and respect for the client systems in the manner in which they practice: not to discriminate based on a client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sexuality or sexual orientation, group or community characteristics. This is also accomplished by paying particular attention to the special concerns of women, people of color, and those special populations the agency seeks to serve (e.g., people with low income, people with mental and physical disabilities, older adults, children, youth, families, etc.).

In addition, the fieldwork curriculum is designed to help students apply what they have learned in the social welfare policy courses and to demonstrate competence in the fieldwork seminar and the practicum through their ability to advocate for social and economic change for the client populations they serve. Students in practice develop an understanding of how laws and policies (including reporting laws, policies, and practices) relevant to social work practice settings impact
services at the organizational, community, city, state, federal, and international levels. The economic status of the client population and the perpetuation of oppression and/or discrimination and how these policies impact individuals, families, groups, and/or communities that are served within the various field settings (children’s services, juvenile detention centers, mental health clinics, county hospitals, grade schools, and community centers) are a focus of field practice, too. Students should be able to utilize information related to policies in order to assess and identify alternative policy practices, needs, or policies that can support, aid, and advocate for social, economic, and environmental justice.

Organization of Fieldwork

The fieldwork sequence plays an integral role in the total curriculum for Master of Social Work students. The experience offers an opportunity for students to integrate and apply theoretical knowledge and social work practice and intervention skills in a community agency setting under the supervision of a qualified Fieldwork Instructor. A variety of agencies within the region are utilized for fieldwork placements, reflecting the diverse settings in which social workers are employed. The selected agencies and Fieldwork Instructors play a major role in the personal and professional development of the student, providing a range of learning opportunities including direct practice situations, indirect or macro practice situations, orientation to the role of the professional social worker in agencies, and exposure to the dynamic and ever-changing service needs within the agency and the larger community.

The fieldwork experience is designed to provide new and challenging experiences to the student and to maximize learning opportunities. The program includes experiences which engage students in supervised direct service activities at micro and macro levels, provides practice experiences in application of theory and skills acquired in all foundation areas, and produces a professionally reflective, self-evaluating, knowledgeable and developing social worker. Students are prepared for entry into a specialized area of practice, with the ability to utilize a range of intervention techniques in diverse practice settings, with a variety of cultural and ethnic populations.

Each student has two fieldwork placements in two different agencies during the course of study. Every effort is made for each student to have a placement experience in a public agency and in a private, non-profit agency.

Experiences are designed to build upon one another, focusing on the outcome goal of a self-directed and competent practitioner. Emphasis in the foundation year of fieldwork is placed upon developing the foundation of appropriate social work practice skills and knowledge, including developing relationships, acquiring interview skills, and mastering beginning psychosocial assessment, diagnostic assessment, and intervention skill levels.

During the concentration year, the student is expected to develop increased insight and depth of understanding of agency and/or client systems and social work practice skills, and is exposed to a diversity of experiences. Students may select a placement site that offers a more intensive direct practice experience where they will further their skills in administrative activities, including organizational development, program planning and program evaluation.

The fieldwork experience is tailored to the individual students’ needs in an ongoing assessment process between the student, Fieldwork Instructor and Faculty Field Liaison. During the beginning weeks of the fall semester, the student and Fieldwork Instructor will develop a Learning
Agreement. This Learning Agreement will specify learning needs for the student, the experiences and activities in which the student will participate to meet these learning needs, and specify time lines for their accomplishment.

The fieldwork seminar is a vehicle for the integration of classroom and fieldwork learning, including the integration of social work values and ethics. The seminar provides an opportunity for students to examine and understand their professional roles, assists them in understanding the dynamics of personal change, and helps them in the examination and integration of personal and professional values. The seminar meets weekly in the foundation year and every other week in the concentration year.

**Definition of Roles**

**Director of Field Education**: This person has overall, direct responsibility for the fieldwork component. This includes, but is not limited to the placement of students, the negotiation of contracts for agencies to serve as fieldwork sites, and the ongoing monitoring of other field activities not assigned to other faculty.

**Assistant Director of Field Education**: Provides support to the Director of Field Education by placing students, negotiating contracts with agencies serving as fieldwork sites, and monitors field activities.

**Faculty Field Liaison**: All faculty in the Department of Social Work can be assigned fieldwork students and agencies. This person is expected to have ongoing, direct contact with students and agencies and to collaborate with the Director of Field Education.

**Field Instructor (also referred to as Field Supervisor)**: This person is agency-based and has primary, direct or indirect responsibility for addressing the initial and ongoing educational needs of fieldwork students. This person is perhaps the most crucial and vital component of the fieldwork experience.

**Preceptor**: This is also an agency-based person who may be delegated supervisory responsibility for fieldwork students by the agency Field Instructor.

**Objectives of Fieldwork**

The objectives of fieldwork are guided by and are consistent with the mission statement and overall objectives of the MSW program. Students are expected to:

1. Integrate and apply knowledge, values and intervention skills to cross-cultural practice with diverse populations, and develop the skills to translate theory into practice. An expected outcome is for the student to develop the ability to select the practice and/or intervention approach which would best serve the individual and/or population group, including both micro and macro strategies;

2. Develop advanced knowledge, skills and abilities in a specialized area of practice: “Children, Youth, and Families,” “Community Mental Health” or “Community Capacity Building” within a cross-cultural context;
3. Develop an understanding and a competent level of skill in the utilization of a variety of social work methods and modalities in direct practice appropriate to cross-cultural contexts.

4. Develop understanding of and demonstrate a commitment to professional social work values and ethics. An expected outcome is for the student to develop the capacity for self-evaluating and regulated practice at a beginning level of independence and autonomy;

5. Learn techniques of effective collaboration with other professionals for service delivery to clients;

6. Develop an understanding of service delivery systems and the ways in which social workers can bring about needed organizational and policy changes with specific sensitivity to the needs of ethnic minority and oppressed populations;

7. Integrate theory and research from course work through direct application and practice within an agency, and demonstrate ability to evaluate one’s own practice through appropriate research methods; and

8. Contribute practice situations from fieldwork to classroom discussion to enhance integration of theory to practice.

Policies and Procedures

1. Basic Policies Related to Fieldwork

(a) Eligibility for Enrollment in Fieldwork

1. Fieldwork placements begin in the fall semester (the Fieldwork Calendar can be downloaded at: http://www4.csudh.edu/Assets/CSUDH-Sites/Social-Work/docs/field-education/Field-Calendar-2015-2016.pdf

2. Some agencies may require certain clearances prior to placement, e.g., medical clearance, TB clearance, proof of measles vaccination, proof of completion of certain training activities, and criminal background check. Students placed in agencies requiring these clearances are responsible for completing the necessary activities or forms and submitting them to the agency. Failure to submit the necessary clearance will result in the student not enrolling in fieldwork for that period. It should be noted that the student may be asked to pay for the costs of Live Scan or other screening processes.

3. Students should be able to show proof of a valid California driver’s license, automobile registration and automobile insurance equivalent to State of California minimum requirements prior to enrollment in fieldwork and are required to maintain these requirements current throughout the entire placement period. In the case that a student does not have an automobile or valid driver’s license, an attempt will be made to place the student, however, there is no guarantee that CSUDH can find a suitable placement.
4. Students must possess: 1) sufficient emotional maturity; 2) ability to succeed in the fieldwork learning environment; and 3) ability to maintain a professional manner consistent with their level of professional education. Deficiencies in any of these areas may result in the delay of field placement or recommendation for disqualification from the MSW program.

5. If a student is sent out on 3 placement interviews and is not selected by any of the field sites, the MSW department may deem the student unsuitable for graduate level field placement and thus ineligible for the MSW program. This may occur at the foundation level OR concentration level and would result in termination from the program.

(b) Sequencing in Fieldwork

1. Students are expected to remain in fieldwork placement for the entire fieldwork period. If a student discontinues fieldwork prior to the end of a fieldwork period, he/she will need to begin the fieldwork at the beginning of the next fieldwork period (the following Fall Semester). For example, if a student has completed Fall Semester and withdraws from fieldwork in the second week of Spring Semester, the student will still have to complete an entire year of fieldwork during the next eligible semester.

2. Students may not discontinue or withdraw from fieldwork in lieu of receiving a grade of No Credit for that fieldwork period. If a student withdraws from fieldwork, and is not in good standing, he/she will not be allowed to re-enroll in fieldwork.

3. Students who withdraw from fieldwork in the middle of a fieldwork period must be certified by the fieldwork faculty that they are in good standing and were making satisfactory progress at the time of their approved withdrawal. The special circumstances necessitating the discontinuance of fieldwork will be discussed with the Faculty Field Liaison, the Field Instructor and Director of Field Education so that appropriate arrangements can be made for the restart of fieldwork activities. The Director of Field Education will determine the specifics and timing of the student’s re-entering the fieldwork sequence. Prior to the students’ re-entry into the fieldwork sequence, a meeting will be held with the student and Director of Fieldwork to re-establish readiness to enter fieldwork, review course work requirements, and make final arrangements for the fieldwork placement.

4. A student who finds that he/she must defer their enrollment in fieldwork due to extenuating circumstances (e.g., illness, personal emergency, etc.) must discuss this issue with the Director of Field Education and his/her academic advisor to receive written approval for this request. The course schedule of the student must also be adjusted to reflect the taking of appropriate concurrent courses when enrolled in fieldwork. In most cases, this results in a delayed graduation date.

5. The student, Field Instructor and Field Faculty Liaison should monitor ongoing completion of fieldwork hours throughout the academic year. Students may not “bank” a significant amount of hours and complete fieldwork prior to the end of the fieldwork period.

6. Students are expected to adhere to the fieldwork calendar for all fieldwork activities, including beginning and ending dates of fieldwork and identified winter
and spring break semester periods UNLESS otherwise negotiated with the Field Instructor. The Field Liaison should be kept informed of any deviations from the fieldwork calendar. Significant deviations from the calendar should be documented in writing.

7. University holidays are indicated on the fieldwork calendar. (Labor Day, Veterans Day, Thanksgiving, Martin Luther King Day, Cesar Chavez Day, Memorial Day). Students are not required to be in fieldwork on University holidays, unless a client emergency requires their participation.

8. Students are expected to maintain continuity of service for their clients during University break periods (winter break and spring break). Students are instructed to discuss their cases with their Fieldwork Instructor to assure that client continuity and a professional level of social work service will be provided during any student absences over University break periods.

9. If a student misses hours/days in fieldwork due to illness or other special circumstance, the missed hours must be made up. A plan for making up missed hours must be completed and shared with the Field Instructor within one week of the missed days.

10. If a field day falls upon an agency-observed holiday that is not observed by CSUDH, the student must make up the missed hours.

11. No fieldwork credit will be given for any student’s work or undergraduate educational experience prior to admission to the MSW program.

12. Students sign an agreement upon application to the MSW program that they will accept the fieldwork placement(s) assigned to them.

13. Some agencies may be able to offer fieldwork students extended experience as paid staff following the fieldwork placement period. These situations are handled directly between the agency and student. The University has no involvement or responsibility for the student, and hours worked under these circumstances may not be counted for subsequent fieldwork hours. The student malpractice insurance coverage does not remain in effect in these situations.

(c) Hours Requirements

1. Each student shall complete a minimum of 1028 hours of fieldwork during the course of the MSW program. These hours must be completed in two different social work agencies. Students are in field 16 hours a week for a minimum of 488 hours in the foundation year and 20 hours a week for a minimum of 540 hours in their concentration year field placement.

2. Fieldwork hours are scheduled during normal agency hours of operation (usually 8:00 AM-5:00 PM Monday through Friday). Some agencies may have slightly different operation hours. Occasionally, there are approved agencies that operate during early evening hours or on weekends. The appropriate supervision must be available for an evening hours placement to be considered and approved. The University CAN NOT guarantee student requests for specialized schedules.
3. The fieldwork agency will identify the hours of the week that are most appropriate for students to participate in learning experiences. Academic year placements normally take place, for the most part, on two or more days of the week on which on-campus classes are not scheduled.

4. A field agency may arrange for field hours to be distributed over two or three days. This individualized arrangement will be mutually agreed upon by the Fieldwork Instructor and student and approved by the Director of Field Education. Students must be in field placement for a minimum of one eight (8) hour day. In all cases, field hours must be scheduled with a minimum of four hours at a time.

**d) Attendance in Fieldwork Placement Setting**

1. The student is expected to comply with the approved working hours, personnel policies and practices of the fieldwork agency in which they are placed.

2. Any necessary anticipated absences must be negotiated with the Fieldwork Instructor as early as possible.

3. In the case of an unanticipated absence (illness or emergency), the student shall notify the Fieldwork Instructor immediately of the circumstances. Failure to notify the Fieldwork Instructor could result in discontinuance of the student in the fieldwork placement and a NO CREDIT grade. Scheduling of make-up hours should be completed as quickly as possible after the absence.

**e) Attendance and Participation in Weekly Fieldwork Seminar**

Students meet weekly in their fieldwork seminar in Foundation year and every other week in Concentration year. Foundation and Concentration year seminars meet for one hour and fifteen minutes. Attendance and participation are mandatory. Foundation and concentration year students who miss one (1) class session will be required to complete a 2-3 page paper. The Faculty Field Liaison/Seminar Instructor will determine the topic of the paper. Further, any MSW student who is absent from two (2) class sessions for any reason will be required to write a 4-5 page paper, conduct a makeup assignment, meet with the Field Liaison/Seminar Instructor, and be referred to the Field Director for consultation and discussion. In addition, students who are consistently having difficulty keeping up with course assignments may be referred to a meeting with the Field Director and/or will need to sign a Performance Contract.

**Meeting with Field Director:**

The student, Faculty Field Liaison, and Field Director will meet to clarify the problem area(s) and issue(s) and to identify strategies for improvement and expectations for change. All parties will discuss the issues and concerns, including obstacles to the student’s attendance or learning/performance issues and identify specific activities and steps that can be taken to resolve the problem areas.

Possible Outcomes:

1. Identified problems are resolved and seminar continues.
2. A Performance Contract is signed by all parties, in which concerns are addressed and steps to remedy the issues are outlined along with a timeline to meet the desired expectations.

**Step 2)** If the conditions of the Performance Contract aren’t met, the student meets with the Student Services Committee of the Department of Social Work and/or Program Chair and Field Director to discuss his/her status in the program.

(f) **Grading Policies for Fieldwork**

1. The CREDIT/NO-CREDIT system of grading applies to fieldwork and the field seminar.

2. The Faculty Field Liaison/Seminar Instructor determines the grade for fieldwork based on student performance in the field seminar and agency placement as reflected in the written evaluation by the Fieldwork Instructor and correspondence with Fieldwork Instructor, student and Faculty Field Liaison/Seminar Instructor, including the field site visit. Failure to perform satisfactorily in the field placement agency or field seminar may result in a grade of No Credit. This includes not submitting seminar assignments and irregular attendance in field seminar.

3. In extremely rare situations, an “INCOMPLETE” grade may be given to allow a student who shows potential, and needs additional time to demonstrate a full grasp of the required skill level. In order to receive credit, the student must demonstrate the appropriate level of skill. This may require the completion of additional hours beyond the standard hour fieldwork period and may involve a new agency setting and Fieldwork Instructor as well as a new Faculty Field Liaison assignment. In this case the new Faculty Field Liaison and Fieldwork Instructor will be informed about the circumstances of the agency reassignment as well as the performance areas needing attention.

4. An “INCOMPLETE (I)” grade signifies that a portion of the required course work has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons and that there is still a possibility of earning credit for the course.

5. If a grade of INCOMPLETE is given in a fieldwork course, the remaining course requirements identified by the Fieldwork Instructor and student must be completed prior to the next semester of fieldwork, as each semester is a prerequisite for the subsequent semester. The completion date for course requirements will be indicated on the INCOMPLETE grade form prepared by the Faculty Field Liaison and approved by the Director of Field.

6. If a student receives a grade of “INCOMPLETE” in fieldwork, the hours completed during the semester in which the “INCOMPLETE” grade was given will count toward the total of completed fieldwork hours upon meeting all course requirements and a change in an INCOMPLETE grade to a grade of credit. The grade must be finalized before the beginning of the next semester, as the student will not be allowed to continue in the program if he/she has not passed field.
7. A grade of “NO-CREDIT” in fieldwork means that a student may not be allowed to continue in the program, as successful completion of fieldwork is a requirement for continuation in the MSW program.

8. Students are expected to maintain an overall grade point average of 3.0 (a grade of B) throughout the course of the MSW program. Failure to do so results in academic probation and possible expulsion from the program.

(g) **Malpractice Insurance Requirements**

1. All students enrolled in fieldwork are automatically included in the blanket University policy for malpractice liability insurance by way of paying their student fees.

(h) **Strike Policy**

The Department’s policy regarding student fieldwork placements and strikes/work actions is based on principles of educational integrity and focuses on how educational expectations, goals and objectives can be met and maintained. The interest of the student’s educational experience rather than the merits of any given strike or work action is of primary consideration.

If an agency is in a bona fide strike situation prior to the beginning of the fieldwork placement period, no students will be placed for fieldwork in that agency for that academic year. If the agency reaches resolution of the strike situation at some point during the academic year, the agency may be used for a subsequent quarter placement depending on reassessment of the agency and its ability to meet the learning and educational expectations of the department. This assessment will be completed by the Director of Field Education.

If a strike or work action situation occurs in an agency where students are in placement during the course of the academic year, a variety of options may be considered.

1. The student may request not to remain in the placement agency during the period of the strike or work action. The student will be supported in this decision by the department and will suffer no academic consequences. The field hours missed during the strike period will need to be made up by the student during regular semester, break periods, or in an extended placement. Decisions on missed hour make-up will be decided by the Director of Field Education.

2. If the strike or work action continues beyond three weeks, the student will be relocated to an alternative placement site for the remainder of the academic year.

3. The student may request to remain in the placement setting during the period of strike or work action. This option will be available only when the department can be sure that the educational integrity of the fieldwork placement can be maintained. This means that the supervisory requirements, caseload requirements and other expectations of fieldwork can be consistently met by the agency during the strike or work action period and that there is no danger to the student. Students wishing to remain in the agency must discuss this plan with the Faculty Field Liaison who will verify the agency’s ability to provide appropriate supervision and educational experiences. The student will be supported in this decision and will suffer no academic consequences.
4. If a strike or work action continues beyond a three-week period, a reassessment of the ability of the agency to provide the appropriate supervision and educational experiences will be made by the Faculty Field Liaison in order to assure that the student continuing fieldwork in the agency is receiving an educationally appropriate experience. If the agency is found not able to continue to meet the educational requirements of the department, the student will be relocated to another agency site until the strike or work action has been resolved and/or until the agency is able to provide the appropriate educational activities.

5. Students who miss any hours of fieldwork due to a strike or work action will be permitted to make up fieldwork hours either during the regular semester, break periods, or by extending the placement into the early summer months.

In all cases, it is the responsibility of the Department to meet with students who are confronted with a potential or actual strike situation in order to assist the student in developing a clear understanding of the relevant issues in regard to the strike and an understanding of the implications of the strike for the student’s field education experience. Issues around responsibilities to clients during strike situations will also be discussed in field seminars or in special departmental meetings with students.

(i) Travel and Travel Expenses

1. Students are expected to provide transportation access to and from their field placement site. Because of the wide geographic areas served by our field placement agencies, it is expected that students will have an automobile available to them for field-related activities.

2. Students should be able to show proof of a valid California driver’s license, automobile registration and insurance meeting the State of California minimum requirements prior to entry into fieldwork and to maintain such coverage’s throughout the entire fieldwork period. There are exceptions to this requirement. Please see Director of Field Education for exceptions.

3. The University does not assume responsibility for student travel expenses.

4. The University does not assume responsibility for any claims arising from the use of an automobile by the student in the completion of fieldwork activities.

5. Some agencies may occasionally require that students use their personal automobile for the transport of clients. This issue should be discussed in detail between the Fieldwork Instructor, student and Faculty Field Liaison. The student is responsible for adequate automobile insurance coverage and any necessary notification to their insurance carrier. CSUDH strongly discourages this practice and requests that agencies do not ask students to transport clients.

6. Some agencies requiring major travel activities reimburse for mileage accumulated during the placement hours. Agencies do not reimburse students for the costs of getting from home to agency.
(j) Confidentiality

1. Students shall adhere to all policies and procedures regarding confidentiality of all client and agency issues (this includes such areas as client confidentiality, professional ethics) client rights policies, and agency rights of the fieldwork agency in which they are placed.

2. Students have the responsibility of paying special attention to the protection of client confidentiality and right to privacy as well as agency confidentiality and right to privacy. Any case material that is used for educational or instructional purposes must be completely disguised so that total anonymity of the client is assured. Any agency materials or information used for professional, personal, educational or instructional purposes must be cleared for classroom use by the Fieldwork Instructor.

3. Students are responsible for becoming operationally knowledgeable with the National Association of Social Workers Code of Ethics and abiding by these principles and values.

4. Violations of confidentiality or other ethical or professional principles may result in the student’s termination from fieldwork and a recommendation for termination from the MSW program.

(k) Field Education Department Sexual Harassment Policy and Procedures

The University has clearly defined procedures that are published in the University general catalog. To supplement the University’s sexual harassment policy, the Field Education Department maintains a sexual harassment policy pertaining to agencies with the program’s graduate students in fieldwork placement. It is the department’s position that the dignity and self-worth of all students is to be respected; thus, sexual harassment is fieldwork is intolerable and unacceptable. A further policy of the department is that willful false accusations of sexual harassment will not be condoned.

The Field Education Department recognizes that, in some instances, the sexual harassment policies and procedures adopted by the University may not directly apply to the sexual harassment of a graduate student in a field agency where he or she is not an employee of the agency or where harassment is being perpetrated by someone who is not a University instructor. It is, therefore important for there to be guidelines that pertain to complaints regarding sexual harassment of students because of the unavoidably subordinate position students experience in field placement settings. Sexual harassment of interns can be destructive to the learning environment and psychologically and emotionally demoralizing to the student and adversely affect his or performance in the agency. Sexual harassment of student interns may include harassment by a field instructor, an agency employee or another student. Sexual harassment of any student intern will not be tolerated. To ensure that students placed in fieldwork are protected from sexual harassment, each agency fieldwork instructor will receive written information regarding the prohibition of sexual harassment. Any agency or field setting approved as a fieldwork placement by the Department of Social Work shall have a written policy regarding sexual harassment. If the agency has no such policy, the Department of Social Work will strongly recommend that such a policy be developed as a
condition for final approval as a fieldwork site. The Director of Field Education and the Field Faculty Liaisons will also review the School’s sexual harassment policy with fieldwork students initially and on an ongoing basis.

When a student believes that he or she has been the subject of sexual harassment in the field setting, the student is to notify his or her Fieldwork Instructor and the Director of Field Education. The student may also wish to discuss the issue with his or her academic advisor or some other member of the social work faculty with whom he or she feels especially comfortable. The academic advisor or faculty member receiving the report shall notify the Director of Fieldwork or the Program Chair. If the sexual harassment involves the student’s agency Fieldwork Instructor, the student may notify the Fieldwork Instructor’s supervisor or agency director. If the agency has a specifically designated individual or office to deal with sexual harassment matters, the student should notify that person or office. If the student prefers, the Department of Social Work (i.e. via the Director of Fieldwork or the Program Chair) will notify the appropriate agency person or office. The student’s Fieldwork Faculty Field Liaison would also be notified and involved in the process.

The investigation of a complaint of sexual harassment may include the following steps:

1. A meeting with the student making the complaint. The student may be accompanied by a support person. At this time, the student is encouraged to submit a written statement regarding the nature of the harassment. The statement should be as specific as possible including date(s), times(s) and individuals involved. If the student made an attempt to confront the situation, this should also be included in the written report,

2. A meeting with the Fieldwork Instructor (i.e. if he or she is not the source of the sexual harassment) and/or other relevant agency personnel or administrator,

3. A meeting with the alleged violator: however, a meeting requiring the student to confront the alleged violator will not be required; and

4. A review of the agency’s sexual harassment policy.

Based on the investigation, the Director of Field Education, in collaboration with other relevant parties, shall determine if the agency’s policy on sexual harassment has been followed and if the student is safe and will likely be free from sexual harassment. The resolution of the investigation may include, but is not limited to the following:

1. The complaint was founded and satisfactorily addressed by the field agency and the student should remain in the field placement;

2. The complaint was founded and satisfactorily addressed by the field agency, but the student should be placed in another field setting;

3. The complaint was founded and not satisfactorily addressed by the field agency and the student should be placed in another field setting;
(4) The complaint was founded and not satisfactorily addressed by the field setting and the field agency should not continue to be used as a field placement setting;

(5) The complaint was unfounded and the student should remain in the field setting, and

(6) The complaint was unfounded and student should be placed in another field agency setting.

Following these procedures in no way inhibits the student from pursuing other options such as bringing the matter to the attention of the University Human Resources Office or pursuing legal channels and remedies. No student intern will be subject to restraint, interference, coercion or reprisal for: seeking information about sexual harassment, filing a sexual harassment complaint or serving as a witness in the sexual harassment complaint reported by another student.

**(l) Examples of Prohibited Behavior**

Prohibited acts of sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Examples of the kinds of conduct included in the definition of sexual harassment include, but are not limited to:

1. Threats or intimidation of sexual relations or sexual contact which is not freely or mutually agreeable to both parties,
2. Continued or repeated verbal abuses of a sexual nature including graphic commentaries about a person’s body, the presentation of sexually suggestive objects or pictures placed in the work or study area that may embarrass or offend the person or the use of sexually degrading words to describe the person or the making of propositions of a sexual nature,
3. Threats or insinuations that the person’s employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of continued employment or placement may be adversely affected by not submitting to sexual advances.

**(m) Consensual Relationships**

Consensual sexual relationships between Fieldwork Instructor and student or between student and agency employee are not appropriate. Such relationships, though they may be appropriate in other settings, are inappropriate when they occur between members of the educational faculty or staff and students. A professional power differential exists in these situations in terms of the influence and authority that one can exercise over the other. If a relationship develops during the fieldwork period the student and the Field Instructor must immediately inform the faculty so that an appropriate course of action can be determined. At the minimum, the student will be re-assigned to a different placement agency.
2. Fieldwork Placement Procedures

(a) Students Entering Foundation Year Fieldwork

(1) Students who have been accepted into the MSW program complete a Field Agency Application that includes their work history, areas of interest and other important information regarding the field education experience. The application includes a question regarding criminal background of the student. Failure to fully disclose one’s personal history regarding arrests, convictions and other involvement with the criminal justice system is grounds for termination from the MSW program.

(2) The Director of Field Education or the Assistant Director of Field Education conducts an interview to further determine the student’s interest and level of expertise in various social work activities.

(3) The Director of Field Education or the Assistant Director of Field Education designates a fieldwork site for the student. The student may be asked to complete a confirmation interview with the prospective field instructor prior to the beginning of the placement period.

(3) The successful completion of the confirmation interview finalizes the selection of a placement.

(4) Students are required to notify the Field Education Department of the completion of this interview.

(5) If a student fails to secure a field placement (due to 3 or more failed interviews or other extenuating circumstances), the student may not be allowed to continue in the MSW program due to the lack of fit for the social work profession.

(b) Students Entering Concentration Year Fieldwork

(1) Students complete a Concentration Year Resume and complete an individual interest form and submit both to the Director of Field Education to discuss learning needs and areas of interest.

(2) Where possible, names of two agencies are given to each student reflecting student learning needs, areas of interest and preferences. Students are given the name and contact person of the identified agencies and are requested to arrange and complete all of the placement interviews. Feedback is elicited from both the student and the prospective Fieldwork Instructor, with each indicating acceptable and non-acceptable matches. In rare circumstances students are allowed to interview at three different sites.

(3) Final selection of fieldwork placement is made by the Director of Education and the student is informed of placement assignment.

(4) Students are required to notify those Fieldwork Instructors with whom they interviewed to inform them that they have been placed in another agency.

(5) If a student fails to secure a field placement (due to 3 failed interviews or other extenuating circumstances), the student may not be allowed to continue in the MSW program due to the lack of fit for advanced social work practice.
(c) Use of Employment Agency as a Fieldwork Site

Students who are employed in social service/social work agencies may request that their agency be evaluated for suitability as a fieldwork placement site for their concentration or second year fieldwork placement period. Regardless of the size of the agency and the availability of multiple geographic locations and/or programs, the agency can be utilized for a field placement for only the second year placement if approved by the Director of Field Education. The student must initiate this process by February of the year prior to their concentration year of field. The documentation must be completed by the end of March in order for an employment-based agency to be considered.

The agency must be able to meet established criteria to assure the educational focus of fieldwork, to provide new and challenging experiences to the student, and to maximize learning opportunities. In order to meet the requirements of an educationally-based fieldwork experience, the agency must meet all of the following criteria:

1. The agency must be able to provide experiences for the students during fieldwork hours that are significantly different from normal work activities and duties previously assigned.

2. There must be a qualified Fieldwork Instructor available who is different from the line supervisor of the student. The Fieldwork Instructor must possess an MSW from an accredited school of social work and have at least two years of post-masters experience. He/she must be available in the agency during the hours in which the student is in field placement in the agency. The Fieldwork Instructor must be willing to attend an approved Field Instructor Training at CSUDH or a local university.

3. The agency must assure the availability of release time for the Fieldwork Instructor to attend the Fieldwork Instructor orientation series and to provide necessary field instruction and supervision.

4. The assignments proposed for fieldwork must be educationally focused and meet the University’s criteria.

5. It is required that the assigned hours for fieldwork be completed in a different program area or unit of the agency, allowing for an actual physical separation of employment and fieldwork activities.

6. Specific hours and/or blocks of time shall be designated as fieldwork hours. Eight-hour blocks are preferred and provide the best educational experience.

7. The student must have experience with a different client population, program area or service area during the fieldwork hours.

8. The field placement activities must coincide with the student’s specialization area (Children, Youth, and Families, Community Mental Health or Community Capacity Building).

9. There shall be individualized and educationally-focused case selection and/or assignments for fieldwork activities.
(10) A written fieldwork agreement will be prepared, outlining the criteria for the fieldwork experience for the individual student and will be signed by the student, Fieldwork Instructor, line supervisor and agency representative and approved by the Director of Field Education.

(11) Agency support of the plan at all appropriate levels will be evidenced by the signed proposal and fieldwork agreement.

(12) The agency must agree not to alter the field assignments designated in the fieldwork agreement without consultation with and approval by the Director of Field Education.

Students who wish to request that their agency of employment be evaluated for use as a fieldwork placement site must submit a written proposal which describes the clear differentiation between employment activities and fieldwork activities and must be signed by the student, prospective agency fieldwork instructor, current supervisor, and a representative of the agency administration. The Director of Field Education will sign the form to indicate approval of the site. This agreement must be finalized before the start of the second year placement process (usually in March of Spring Semester). Students should have an alternative plan developed for the completion of fieldwork hours in the event that the proposal is not acceptable and/or does not meet the Department’s educational requirements.

d. **Policy on Credit for Life-Work Experience**

Under no circumstances will a student be allowed to receive credit for prior life experience. Academic credit for life experience and previous work experience is not substituted for coursework within the curriculum.

e. **Policy on Criminal History/Background**

In the Foundation Field Application, students are asked to disclose their criminal history background. Although the existence of a criminal record does not automatically disqualify a student from field placement, most field agencies require fingerprinting/Live Scan or other forms of background review. Failure to fully disclose one’s criminal background on the Foundation Field Application is grounds for termination from Field and subsequent termination from the MSW program. Students who have had prior or current involvement with the criminal justice system – including but not limited to arrests, misdemeanor conviction, felony conviction, or any other type of infraction, must disclose this information in writing, in a confidential letter to the Director of Fieldwork along with the submission of your Foundation Field Application.

If, during the course of the program the student gets arrested or otherwise charged with a crime, no matter the type or severity, he/she must report the circumstances to the Director of Fieldwork. A determination will be made as to how the incident impacts the field placement of the student.

3. **Agreement to Provide Fieldwork for MSW Students and Description of Responsibilities**

This agreement outlines the basic guidelines for the provision of an educationally-focused fieldwork experience for graduate social work students. The participating community agencies, students and the University are engaged in a mutual partnership in the provision of fieldwork experiences. Within the framework of this partnership, each participant has specified responsibilities and obligations. The coordination of each participant and the adherence to responsibilities are crucial to the successful operation of the entire program.
a. Responsibilities of the University:

1. Provide clear expectations and procedures for the implementation of the fieldwork program.
2. Provide an orientation to the University and the Department of Social Work policies, procedures and philosophy.
3. Maintain ongoing, formal communication and linkages with community agencies participating as fieldwork sites.
4. Provide a Faculty Field Liaison to each agency who will serve as the major link between the agency, the Fieldwork Instructor, the student, and the Department of Social Work.
5. Provide training to Fieldwork Instructors around issues of field instruction, supervision, and other relevant issues.
6. Provide ongoing support and assistance to the Fieldwork Instructors to enhance the provision of an educationally-focused fieldwork placement.

b. Responsibilities of the Director of Field Education

1. Assume overall responsibility for the development and administration of the fieldwork program.
2. Review, evaluate, and approve agencies interested in participating with the Department of Social Work as a fieldwork agency.
3. Designate agencies in which students will be placed for fieldwork experience at the graduate level.
4. Develop policies and procedures to guide the fieldwork sequence in an educationally sound manner and share with participating agencies these policies, procedures and guidelines.
5. Select and recommend students for placement in agencies based upon the educational needs and learning objectives of the students and the experiences the agency has to offer. Students will complete a confirmation interview with the prospective Fieldwork Instructor prior to finalization of the placement agreement.
6. Conduct orientation and training sessions for all Fieldwork Instructors.
7. Provide relevant training materials to all Fieldwork Instructors, including selected articles and materials, course outlines and reading lists and bibliographies.
8. Decide whether students are allowed to be moved from one agency to another for any reason.
c. Responsibilities of the Faculty Field Liaison

1. Visit assigned students and Fieldwork Instructors in their agency setting in the fall and spring semesters to provide ongoing consultation and collaboration and to enhance the effectiveness of the fieldwork experience and its integration with classroom learning.

2. Assign the course grade for fieldwork in consultation with the Fieldwork Instructor and based upon the participation of the student in any required fieldwork seminar and the written evaluation prepared by the Fieldwork Instructor.

3. Review the Individual Learning Agreement developed by each student.

4. Teach the fieldwork seminar with a group of assigned students, focusing on the goals, objectives and course content area of the seminar.

5. Ensure that satisfactory progress in fieldwork is being made by the student and provide consultation or other assistance as necessary.

6. Attend regularly scheduled Faculty Field Liaison meetings and be involved in development and review of the fieldwork curriculum.

d. Responsibilities of the Agency

1. Accept and cooperate with University and Department of Social Work policies and guidelines.

2. Accept and evidence commitment to the educational objectives inherent in the fieldwork curriculum.

3. Provide appropriate office space, telephone access, supplies and other necessary materials to enable a student to function effectively.

4. Designate qualified Fieldwork Instructors.

5. Modify the schedules of any employee selected to be a Fieldwork Instructor to assure that adequate time is available for teaching and student supervision activities, including meetings and/or training sessions at the University.

6. Provide any needed assistance to the Fieldwork Instructor in developing appropriate learning experiences within the agency.

7. Adhere to policies and practices reflecting nondiscrimination applied to clients, staff and students.

8. Inform the Department of Social Work of any change in administration of the agency that impacts the field placement program.

9. Complete an Affiliation Agreement with the University Office of Procurement, Contracts, Logistical and Support Services
e. Responsibilities of the Fieldwork Instructor

1. Provide an educationally focused fieldwork experience in accordance with policies and procedures of the Department of Social Work, including utilization of learning agreements, educationally-based recording formats, supervision requirements, provision of appropriate learning experiences, etc.

2. Provide an agency orientation to the student at the beginning of the placement period.

3. Maintain communication with assigned Faculty Field Liaison regarding student performance, potential difficulties or areas of concern, or changes in the agency that impact the fieldwork experience.

4. Provide a minimum of one hour per week of individual supervision for each student placed in the agency and be available for ongoing consultation and/or supervision as needed.

5. Develop a Learning Agreement in conjunction with the student during the beginning weeks of the placement period.

6. Provide educationally-focused experiences and opportunities for student learning based on the learning agreement objectives and action plans.

7. Complete and submit a written evaluation at the end of each semester outlining student progress and further learning goals and needs.

8. Meet with the Faculty Field Liaison during the placement period to assess student progress and coordinate learning experiences.

9. Complete a written evaluation of the Faculty Field Liaison at the end of each semester.

10. Be available in the agency during the fieldwork hours when the student is present.

11. Attend Fieldwork Instructor’s orientations and other field-related activities throughout the year.

f. Responsibilities of the Student

1. Accept and abide by policies and guidelines established by the agency. This includes areas such as agency hours of operation, documentation requirements, participation in required agency meetings, agency policies on confidentiality, protection of agency, staff and client rights.

2. Accept and abide by policies and guidelines established by the Department of Social Work for the educationally-focused fieldwork experience.

3. Accept and abide by the National Association of Social Workers Code of Ethics at all times.

4. Participate actively in the educational experience of fieldwork by developing the Learning Agreement in conjunction with the Fieldwork Instructor, preparing for and participating in weekly supervision conferences, participating in fieldwork
seminar meetings, participating in the evaluation conferences with the Fieldwork Instructor and Faculty Field Liaison and completing the required amount of process recordings (samples can be found at: http://www4.csudh.edu/social-work/field-education/index). All students will be required to complete a minimum of 8 process recordings per semester. The student is required to complete more than 8 if the Field Instructor or Field Liaison assigns them.

5. Function in a responsible manner consistent with social work standards, values and ethics in interactions with clients, colleagues and the community.

6. Provide for continuity of services and treatment during CSUDH Holiday and break periods, keeping to the obligations and values inherent in professional social work practice. Students should discuss the scheduling of client visits and fieldwork days during University break periods with the field instructor to ensure continuity of care and appropriate services to clients.

7. Complete and evaluate the student evaluation of the Faculty Field Liaison through the Perceived Teaching Effectiveness form.

4. Resolutions of Problems in Fieldwork

The Department of Social Work is strongly committed to helping students maximize their learning opportunities and experiences in an educational fieldwork placement. Potential problems and demonstrated difficulties, both personal and educational in nature, should be identified and acted upon as early as possible to allow resolution and/or corrective action as necessary. Every effort is to be made to assure that students’ rights to due process are protected as well as assuring the appropriate protections to agency and client interests.

When a problem arises in a field agency, early intervention is essential. Problems may be related to agency issues or student performance. Agency issues may include problems related to the agency’s ability to provide an appropriate learning experience due to agency changes, administrative and/or policy changes that may negatively impact the placement experience, unexpected loss of a qualified Fieldwork Instructor, and other such changes. These situations are handled by Faculty Field Liaison, with consultation from the Director of Field Education who makes the final decision to move a student to a different placement setting. The selection of the new placement site will be guided by the Faculty Field Liaison’s recommendations, availability of sites, and the learning needs of the student. In the case that a new placement cannot be found, the student may have to resume field education the next academic year, which may result in a delay in expected graduation date.

Student performance issues may include problems related to the students demonstrated performance in professional practice areas, including but not limited to demonstrated performance in the five core skill areas of the Comprehensive Skills Checklist (Development of Responsibility and Identity, Development of Responsibility as a Learner, Development of Knowledge of the Fieldwork Agency and the Community, Development of Organization, Work Management, and Communication Skills, and Development of Practice and Intervention Skills), issues regarding ethical and
professional behaviors such as inappropriate behavior in the agency, violations of the NASW Code of Ethics. In addition, the inability to complete assigned tasks and responsibilities, inability to appropriately develop helping relationships with clients and inability to respect human diversity may affect the student’s performance in the fieldwork setting and will to be addressed.

When a student is having difficulty with his or her professional performance, early intervention is essential. When an area or concern is identified, the following sequence of activities should occur.

**Step 1)** Discussion between the student and Fieldwork Instructor to clarify the problem area(s) and issue(s) and to identify strategies for improvement and expectations for change.

A. Fieldwork Instructor should communicate to the student the issues and concerns, including identified obstacles to the student’s learning and adequate performance and may identify specific activities and steps that can be taken to resolve the problem areas.

B. Fieldwork Instructor should complete a consultation telephone call with the Faculty Field Liaison.

C. Possible Outcomes:
   1. Identified problems are resolved and placement continues;
   2. Extenuating circumstances may result in student being reassigned to a new fieldwork agency. The Faculty Field Liaison, with the approval of the Director of Field Education, will arrange a reassignment if he/she decides it is appropriate.
   3. Identified problems are not resolved; proceed to Step 2.

**Step 2)** Formal conference between student, Fieldwork Instructor and Faculty Field Liaison where the following tasks are completed:

A. Either student or the Fieldwork Instructor, or both, communicate the problem to the Faculty Field Liaison.

B. The Faculty Field Liaison communicates with the student and Fieldwork Instructor individually prior to a three-way conference.

C. A three-way conference is held between student, Fieldwork Instructor and Faculty Field Liaison to review identified problems and obstacles to resolution. At this meeting, all parties involved should have an opportunity to review evidence of the student’s work in the placement agency, including recordings, feedback from preceptors and further case documentation, as available.

D. During the conference, a Performance Contract is developed, including a clear statement of the problem areas, re-mediation steps, expectations for change, a clearly defined evaluation process, a timeframe for remediation, and a review of possible outcomes and consequences.
E. Following the Faculty conference, the Faculty Field Liaison writes a formal Performance Contract that clearly identifies each of the above areas.

F. The Faculty Field Liaison sends a copy to each participant for their signature and return to the Faculty Field Liaison.

G. All participants sign the contract, and each individual receives a signed copy of the contract. This signifies agreement by all three parties to the content and conditions contained in the contract.

I. Possible Outcomes:

1. Student follows through with the remediation plan resulting in satisfactory completion of contract within the specified time frame. At this point the performance contract is considered completed.

2. Extenuating circumstances may result in student being reassigned to a new fieldwork agency. The Director of Field Education will arrange a reassignment if he/she decides it is appropriately guided by the recommendations of the Faculty Field Liaison. At the time of reassignment the new Fieldwork Instructor will be informed about the performance strengths and areas needing improvement and the circumstances necessitating the reassignment.

3. Student follows through with remediation plan but does not satisfactorily complete terms of the contract. However, Fieldwork Instructor and Faculty Field Liaison agree through evaluation of the student’s progress that sufficient progress has been made towards resolution, warranting an extension of the time frame for the contract.

Extensions are made as an addendum to the contract and are finalized in a meeting with the student, Fieldwork Instructor, and Faculty Field Liaison, again specifying a time frame for completion of the extension, and an evaluation meeting date is set.

Student may continue at the original placement assignment or may be reassigned to another agency if either the Fieldwork Instructor or Faculty Field Liaison feel a move is appropriate. If reassignment occurs, the Director of Field Education will make the move, and the new Fieldwork Instructor will be informed of the circumstances necessitating the move and the performance issue areas. In addition, the contract will remain in force at the new agency. A student may need to complete additional hours in fieldwork when reassignment occurs to provide the necessary orientation and integration to the new agency setting and provide a base for evaluating the student’s performance.

4. Student attempts to follow through with re-mediation plan but does not show progress or satisfactorily meet the conditions of the contract within the specified time frame. Additionally, student does not demonstrate the potential to successfully complete the terms of the contract. Student is terminated from the placement with a grade of NO CREDIT in fieldwork.
5. Student does not follow through with the re-mediation plan and, therefore, does not satisfactorily meet the conditions of the contract within the specified time frame. Student is terminated from the placement with a grade of NO CREDIT in fieldwork.

6. Student refuses to sign the performance contract or its extension clause. Student is terminated from the placement with a grade of NO CREDIT in fieldwork.

If a student is removed from his/her placement, for any reason, he/she must meet with the Director of Field Education to discuss the circumstances and to determine if there is cause for concern regarding performance that may impact a new site assignment. In some cases, a performance contract will be put in place at the start of the new assignment.

5. Academic and Nonacademic Reasons for Termination

The faculty make a concerted effort to bring the strengths perspective into the evaluation process and to use evaluation as an integral part of the learning process. Evaluation procedures are described explicitly in each course syllabus and below. Evaluations are based on the students’ written materials, exams, oral presentations, course exercises, and the ongoing learning activities in the practicum. Recognizing the importance of professional self-evaluation, an effort is made to involve students individually and collectively in a discussion of criteria for evaluation and grades earned on assignments.

Students’ performance in the fieldwork practicum is assessed by the Field Instructor with the collaborative involvement of Faculty Field Liaisons, the student, and, in some cases, the Director of Field Education. Assessments are based on written materials, observation of performance, oral discussions, and audiotapes. The criteria are the learning objectives for the practicum, including individual learning objectives of each student.

If evaluations determining that a student is not accomplishing the required objectives, the faculty person directly involved discusses the situation with the student in an attempt to determine what needs to change to facilitate the student’s learning. The faculty person also informs the student’s advisor that the student is not doing as well as expected in the course or fieldwork. The information is communicated into a memo stating the specific concerns or problems. A copy of the memo goes to the student and to the student’s file. The Director of the Department of Social Work reviews student grades each semester and alerts advisors of any students whose grades are lower than a B. Every effort is made to work with the student as soon as a problem is identified, so he or she can obtain the help and support needed to succeed. A student whose grade point falls below a 3.0 grade point average (on a scale of 4.0) is placed on academic probation. The student is informed in writing of his or her probationary status. A student cannot continue in the MSW program with a grade of “no credit” in field education.

a. Policy Regarding Termination for Academic and Nonacademic Reasons

The MSW Program is structured to avoid having to terminate a student from the program for academic or nonacademic reasons. However, when prevention efforts have not been successful, students may be terminated from the program.

Reasons for which a student may be terminated from the MSW Program are:
1. Having a grade point average that is less than 3.0 for more than one semester;

2. Receiving a failure or no credit in the fieldwork practicum;

3. Exhibiting behavior in class or field that is assessed by the faculty to indicate an inability to perform with the maturity, sensitivity, or wisdom required for satisfactory social work practice;

4. Behaving unethically in a situation where the student knew or should have known that the behavior was unethical;

5. The student has serious difficulties accepting supervision in fieldwork, thereby undermining his or her learning and also placing clients’ well-being in jeopardy;

6. The student has unresolved emotional problems that make it difficult for him or her to develop and maintain effective working relationships with clients;

7. The student is not capable of developing a viable helping relationship with clients due to extreme shyness, inappropriate prejudices or negative predispositions towards clients;

8. The student decides that a career in social work is not really what he or she wants and is not motivated to complete the requirements for fieldwork.

**b. Procedures for Implementing the Termination**

The procedure for implementing the termination process for academic and or nonacademic reasons includes advising the student in writing of his or her status, a decision by the Student Services Committee of the Department of Social Work, and an opportunity for the student to appeal. Specific steps in the termination procedure include:

1. Any member of the faculty, the Fieldwork Instructor, the Director of Field Education, or a fellow student may initiate review by communicating his or her concerns to the Director of the MSW program.

2. The student’s advisor will then confer with the student to:
   a. Inform him or her of concerns regarding performance;
   b. Obtain the student’s perspective;
   c. Clarify any information;
   d. Determine if the student might wish to withdraw. The faculty advisor prepares a written report that is presented to the student and the MSW program Chair. The MSW program Chair, with faculty consultation, refers the matter to the Chair of the Student Services Committee. The Chair of the Student Services Committee talks to any persons with relevant information including, but not limited to, the student, the student’s advisor, faculty member, Faculty Fieldwork Liaison, Fieldwork Instructor, Director of Fieldwork or to the student bringing the matter to the attention of the program. The Student Services Committee then makes a
decision regarding termination, no termination or remedial action.
The Director of the MSW program implements the Committee’s
decision with written notice to the student.

3. The student may appeal the decision to the MSW program Chair, whose
decision will be final.

c. Termination from Fieldwork
Termination from fieldwork with a grade of NO CREDIT means termination from the MSW
program, since a passing grade in fieldwork is a requirement for continuation in the program.
Students who receive a grade of NO CREDIT will be disenrolled from the program immediately.
A student who has received a grade of NO CREDIT may reapply to the MSW program after one
year and will be expected to demonstrate progress in those issue areas that were factors in the
assignment of the NO CREDIT grade.

As in all instances of assignment of a final grade, students have the option of appealing that
grade according to the policies and procedures outlined in University policy. Please refer to
current University policy on the grade appeal process as listed on the CSUDH website. If a
student has other personal issues that are impacting his/her their ability to successfully meet the
requirements of the MSW program that become evident in the early weeks of the fieldwork
placement, he/she may request an Educational Leave from the program, which would include a
withdrawal from all classes in which he/she is enrolled at the time.

In the following situations, students may be immediately dismissed from the MSW Program:

(a) Imminent danger of harm to clients, other students or other professionals in the
agency, i.e., field placement student is engaging in field practice activities that
could result in harm to the client, other students, other professionals,

(b) A violation of the NASW Code of Ethics, i.e., areas outlined in the NASW Code
including the social worker’s conduct and comportment as a social worker, the
social worker’s ethical responsibility to clients, colleagues, the agency setting, the
social work profession and society,

(c) Disregard or violate of agency policies and/or procedures,

(d) A breach of confidentiality, i.e., violation of patient privacy, patient rights, and
client confidentiality policies, violation of confidentiality policies regarding
agency information or agency staff/personnel,

(e) Unexplained absences, i.e., failure to notify Field Instructor in the case of absence
or extended absence with no notification or prior approval by Field Instructor
and/or Faculty Field Liaison, or

(f) Other significant professional issues or ethical concerns, i.e., dual relationships
with clients, lying, or false misrepresentation of facts, etc. the student will be
removed from the fieldwork placement immediately. At this point, an
administrative meeting will be held to review the circumstances and make a
determination of the student’s status in the program. This review meeting will
include the Director of Field Education, Faculty Field Liaison, and the student.
(g) Intentionally altering the Learning Agreement or Comprehensive Evaluation after the Field Instructor and Field Liaison have signed the document.

There are occasions where issues about student performance in the fieldwork agency arise which necessitate immediate intervention, thereby eliminating some of the identified procedures for handling these issues. A Field Instructor may request that a student not continue in the agency before the entire procedure for handling a performance issue has been implemented. In these instances, the Faculty Field Liaison and Director of Fieldwork will make a determination of the appropriate action steps to resolve the situation.

6. Selection of Fieldwork Agencies

Historically, social agencies and social work education have worked in close collaboration. The MSW degree has been a practice-oriented degree, which is predicated on the assumption that the schools and the community of social work agencies are engaged together in the process of education. This has been accomplished through the practicum course of fieldwork that is mandated for accreditation by the Council of Social Work Education (CSWE). The joint endeavor is based on mutual commitment to the profession, to the development of high quality practitioners, and to providing services of value to those we serve.

Because of students’ varying interests and learning needs, we seek a variety of settings serving diverse populations. The Department of Social Work considers the placement agency as a laboratory where the students puts into action that which is being taught in the classroom. The students then incorporate these experiences into their professional development. Because there is seldom a perfect sequential tie between course content and experiences in placement, strong Field Instructors are needed to facilitate the generalization, carry-over, and integration of knowledge.

This joint endeavor is one that is mutually rewarding. Students bring to the agencies different life experiences, dedication, commitment and vitality. They often pose challenging questions that stimulate thinking and reappraisal. It is hoped that the agencies derive benefits from their affiliation with CSUDH Department of Social Work.

The goal of providing the best learning and teaching opportunity for the students is the priority. This can be achieved only if mutual regard exists for the integrity of each partner in the agreement, based on clear definitions of the respective roles and the responsibilities of the Department, the agency and the student as learner. It is this spirit of partnership that the Department has developed its field education program.

A variety of agencies throughout the region are utilized for fieldwork placements, reflecting the wide range of settings in which social workers are employed. It is essential that those agencies that participate in the fieldwork placement component of the MSW program be of excellent quality, both in services they provide and staff they employ. The range of available fieldwork placement sites is crucial to the successful operation of the fieldwork program. Students are placed in an agency based upon their area of concentration, their previous experience, and their educational learning needs. Agencies are evaluated in a number of areas, including:

(a) Ability to provide exposure to diverse client/population/service delivery systems with particular emphasis on cultural and ethnic diversity, oppressed groups and women;
(b) The ability to provide a comprehensive range of learning experiences for students;

(c) Ability to accommodate students, including adequate and appropriate space, equipment, support staff and caseload numbers essential to a successful field teaching site;

(d) Availability of a qualified Fieldwork Instructor who is an employee of the agency and who is available during the hours in which the student is in field placement in the agency;

(e) Commitment to the achievement of the educational objectives of an educationally-based fieldwork experience;

(f) Commitment of appropriate resources essential to a successful field teaching environment;

(g) Service delivery to a wide range of clients, with particular focus on service delivery to diverse population groups, including cultural and ethnic diversity, socioeconomic diversity.

(h) Commitment to the Department of Social Work philosophy and mission in the education of graduate-level social workers;

(i) Agency standards and philosophy which are acceptable and expected in the practice community and by the University;

(j) Availability of area of concentration, i.e., Children, Youth, and Families, Community Mental Health and Community Capacity Building activities;

(k) Adequate staffing patterns such that the agency can perform and maintain the service delivery mission of the agency without inappropriate reliance on students.

(l) Presence of policies and practices reflecting non-discriminations towards clients, staff, and students and prohibition against sexual harassment.

(m) Ongoing and periodic availability of staff development and training opportunities;

(n) Willingness to modify the schedule of any employee so that adequate time is available for teaching and meetings and/or training sessions for students.

(o) Agency willingness to complete an Affiliation Agreement with the University Office of Procurement, Contracts, Logistical Support and Services.

Agencies interested in being considered as a fieldwork placement site will complete and submit a Field Agency Profile that describes the agency’s service delivery system, staffing, experience with education of students, and a review of the available opportunities.

The Director of Field Education or other Field Faculty will then schedule a site visit to the agency. Ideally, site visits will be made prior to the placement of students with the agency. In some cases, a site visit may not be feasible in a timely manner, and a comprehensive assessment via a phone conversation will allow for approval of the agency as a fieldwork site. In these cases, the assigned Faculty Field Liaison will review the agency’s suitable as a fieldwork placement site during the scheduled student, Fieldwork Instructor, Faculty Field Liaison meetings.
Agencies where students are placed will be evaluated at the end of each placement period, by both the student and the Faculty Field Liaison. Areas of evaluation will include the agency’s ability to provide a comprehensive educational experience, the received strengths and weaknesses of the setting, the quality of the instructional abilities of the field instructor, and the overall impression of the agency.

7. Selection of Fieldwork Instructors

The following factors are taken into consideration when selecting fieldwork instructors:

(a) Possession of an MSW from an accredited school of social work; in some settings, it is preferable that the Field Instructor hold an LCSW/ACSW.

(b) At least two years of post-MSW practice experience.

(c) Interest and demonstrated skill in field teaching.

(d) Well integrated knowledge and understanding of the program area in which the student will be located and for which the field instructor will provide supervision. It is recommended that field instructors will have been in their current positions for at least one year prior to supervising a student.

(e) Willingness and availability to participate in University activities such as orientation and training sessions, ad hoc task forces or committees and meetings with the Faculty Field Liaison.

(f) Commitment of availability for the entire fieldwork period.

(g) Availability in the agency during the hours in which students are in field placement in the agency (or assignment of a “Preceptor” when not available).

(h) Ability to adjust workload to permit regular and adequate time for student instruction.

(i) Recognized and demonstrated competence in social work practice in the areas in which the student is to be trained.

(j) Knowledge in the specialization area (Children, Youth, and Families, Community Mental Health and Community Capacity Building) corresponding to students placed with them in their agency.

The Director of Field Education will make exceptions to the above-mentioned criteria on a case-by-case basis.

It is anticipated that some agencies may choose to use Preceptors in providing a broad learning experience for students. Preceptors are other staff members in the agency, including both MSW/LCSWs and individuals from other disciplines who are part of the agency service delivery team. The Preceptor should be selected to provide a specific learning experience or opportunity for the student and should be provided with information about the curriculum objectives for the student, the specific learning objectives that he/she will be providing to the student, and a clear understanding of their
participation in the evaluation process. The designated Field Instructor maintains overall responsibility for the student’s placement experience and is accountable for facilitating the completion of required evaluations and meetings with Faculty Field Liaisons.

8. Evaluation of Student Performance in Fieldwork

The University uses a CREDIT/NO CREDIT grading system for evaluating fieldwork. Written evaluations are completed by the Field Instructor and are required two times during the field placement period, e.g., at the end of each academic semester. Field Instructors will be provided with due dates for each evaluation period.

The evaluation of student performance and development in the field is a continuous process and involves mutual participation and contributions by the Student, the Field Instructor, and the Faculty Field Liaison. It is the responsibility of the Field Instructor to determine to what degree the student has met the criteria established for fieldwork performance, based in part on the learning agreement that is negotiated at the beginning of the fall semester work, and to make a recommendation as to CREDIT/NO CREDIT grade. Final responsibility for the recording of a grade rests with the Faculty Field Liaison.

The format for the field evaluations is a combination skills checklist and narrative report found on the Intern Placement Tracking (IPT) online system. The Foundation Comprehensive Skills Evaluation is continually developed by a group of field faculty and field instructors representing the six original schools of social work in the Los Angeles basin (CSUDH, CSULA, CSULB, CSUN, UCLA, and USC). It identifies basic competencies that were developed to coincide with the Educational Policies and Standards set forth by the Council on Social Work Education. The nine basic core learning areas are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Development of Practice and Intervention Skills

Each section of the Learning Agreement/Comprehensive Evaluation includes articulated Learning Objectives, followed by specific measures, all of which receive a grade. The grade consists of an evaluation key used in evaluating students in the following way:

- **Level 0** = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future
- **Level 1** = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
- **Level 2** = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students performance is uneven.
- **Level 3** = Intern understands the concept and has consistently met the expectations in this area
- **Level 4** = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The Field Instructor also included is a narrative section that personalizes and clarifies for the student the Field Instructor’s evaluation of their work. A narrative explanation is required if assigning a large percentage of ratings in the 1 or 2 category (see evaluation for explicit instructions).

All evaluations are expected to be mutual undertakings by the student and the Field Instructor. The evaluation process is an integral part of the teaching-learning experience and helps determine the extent of the student’s progress in relation to expectations and to plan the next steps in his/her education.

The Learning Agreement, which is developed by the student, Fieldwork Instructor and reviewed by the Faculty Field Liaison during the beginning weeks of fieldwork placement, identifies the learning activities that the student will be participating in, matching them with the skills on the skills checklist.

The Learning Agreement serves, in part, as the basis for on-going fieldwork evaluation. Corresponding skills in the Comprehensive Skills Evaluation sheet are rated according to the established rating criteria. The narrative portion of the evaluation provides an opportunity for the Field Instructor to make general comments and recommendations about skill achievement or deficiencies in each of the five learning areas. Additionally, areas for further learning experiences needed and/or planned should be indicated on the cover page of the evaluation.

For each evaluation period, a cover sheet is included as part of the evaluation tool. This sheet provides basic identifying information about the student, Field Instructor, and agency, and is signed by the student, Field Instructor and Faculty Field Liaison. In addition, this sheet identifies additional learning areas that need to be addressed in the next fieldwork period or, in the case of a graduating student, areas that they need to address as part of their ongoing professional development efforts.

For all foundation-year students completing a fieldwork placement, the Field Instructor will be asked to identify learning needs, areas of particular strength and areas showing need for improvement during the second-year fieldwork placement period. This information will be shared with the concentration-year Field Instructor when arrangements for the placement have
been completed. This important information will assist the student and Field Instructor in developing the learning agreement for the concentration year fieldwork experience.

Steps for Assigning the Fieldwork Grade

1. The Field Instructor and the student review the Learning Agreement and the Comprehensive Skills Evaluation on IPT.

2. If everyone is in agreement, the student and the Field Instructor sign the Comprehensive Skills Evaluation.

3. The Faculty Field Liaison receives email notification that the Comprehensive Skills Evaluation is ready for his/her review and signature.

4. The Faculty Field Liaison assigns the grade based on the evaluation AND the student’s performance in Field Seminar.

9. Fieldwork Expectations

   a. Basic Expectations

   The following basic fieldwork criteria will be met for each student in fieldwork placement:

   1. Exposure to diversity in client population, including cultural, ethnic, religious belief system, gender and socioeconomic class;

   2. Exposure to the specialization area of the student (Children, Youth, and Families, Community Health/Mental Health and Community Capacity Building) during concentration year placement.

   3. Exposure and experience with the full range of practice activities on the continuum of social work practice including most of the following activities: information and referral, networking, case management, comprehensive psychosocial assessments, diagnostic assessments, treatment planning, crisis intervention, short-term casework, long-term casework, community outreach, and advocacy or administrative tasks, program planning, program development, program evaluation, budget procedures, staff development, personnel policies, supervision placement settings.

   4. Opportunity to work with individuals and families and be a facilitator or co-facilitator in a group situation.

   5. Opportunity to collaborate with other agency staff and professionals.

   6. Opportunity to collaborate with other community agencies.

   7. Development of knowledge of the agency structure, mission and interdependence with the surrounding community.
Opportunity to participate in case conferences, including multidisciplinary conferences where available, or in multidisciplinary planning conferences and activities where applicable.

Each student shall receive a minimum of one hour of individual supervision from the Fieldwork Instructor each week.

In the foundation-year fieldwork placement, a minimum of 50 percent of the time spent in fieldwork over the course of the fieldwork period should be spent in direct practice areas, including work with individuals, families, groups, and/or communities, telephone contacts, and/or letter writing in relation to cases, and treatment planning meetings. The remainder of the fieldwork hours will be spent in supervision, staff/agency meetings, documentation efforts, community agency interface, liaison and collaboration activities.

b. Specific Expectations and Requirements of Fieldwork

It is expected that students will be exposed to a variety of experiences, tasks and activities spanning a range of complexity during the fieldwork period. All students will receive exposure to the full range of social work practice intervention activities. The continuum of activities is listed on the learning agreement form to assist in the development of a comprehensive field experience. All agencies are expected to provide the broadest range of diversity in case assignments made to students.

A detailed calendar will be distributed at the beginning of each field placement period that identifies time lines for various activities with the placement period, including orientation, case assignments, development of the learning agreement, completion of student performance evaluations, and termination of fieldwork placement. The calendar is also available on our website.

The following minimum expectations are based on a typical fieldwork situation. If circumstances related to agency difficulties or student performance make these minimum assignments and time lines impossible to complete, the Fieldwork Instructor should contact the Faculty Field Liaison immediately so that a meeting can be scheduled.

c. Foundation-Year Fieldwork Expectations:

Foundation-year fieldwork placements provide students the opportunity to develop a foundation of skills common to social work practice. These basic skills include the continuum of modalities and a range of treatment and ethical issues and theoretical models. While fieldwork experiences should include both direct and indirect service opportunities, the primary focus is on direct practice. The following expectations have been developed to correspond with first-year foundation and specialization coursework assignments, and are considered minimum expectations.

(a) Within the first month of the fall semester, the student should receive a comprehensive orientation to the agency including organizational structure,
mission, boundaries, funding auspices, staffing patterns, relationship to surrounding community, and the role and fit of student interns into the agencies operation, as well as an orientation to the specific program or service area where the student is completing field-work placement hours. An individual meeting with the Field Instructor, which includes this information, may take place if an agency does not provide a formal orientation.

(b) Throughout the placement period, the student should be exposed to indirect service activities such as participation in agency and interagency meetings, outreach programs, review of program funding sources and organizational structure, visits to community resources, etc.

(c) Throughout the placement period, the student should be exposed to a variety of experiences along the social work practice continuum, that may include: information and referral, case management, community linkage, advocacy, collaboration, assessment, treatment planning, crisis intervention, short-term intervention and long-term intervention.

Over the course of the fieldwork period, the student should have involvement in the following assignments/activities:

1. A minimum of 50 percent of fieldwork hours must be spent in direct practice, including individuals, couples, families, group and community assignments.

2. Completion of comprehensive psychosocial assessments.

3. Assignment of at least five ongoing, long-term cases to be seen throughout the fieldwork placement period, where possible. The number and type of cases varies depending on the agency definition and work expectation related to a “case.”

4. Participation in case conferences.

5. Collaborative experiences with other members of the interdisciplinary or treatment team in the agency.

6. Participation in a group experience is required. If a group experience is not available in the agency, the Fieldwork Instructor may wish to consult with the Faculty Field Liaison about the possibilities of developing a group experience at a related facility within the local community, which could then be integrated into the total fieldwork placement experience. Group experiences might include an educationally-focused group, such as a parenting class, a therapeutically-focused group, a socialization group, or a discussion group. Students should have an active role in the group and should not be just observers.

7. Complete one process recording every other week in field placement (8 per semester) OR as many as the Field Instructor requires.

**d. Concentration-Year Fieldwork Expectations**

Concentration fieldwork placements are expected to assist the student to build on the foundation of skills achieved during the first year. The student is expected to
handle a larger volume of cases or assignments and is expected to develop increased insight and understanding of agency and/or client systems and skills. While fieldwork experiences should include both direct and indirect service opportunities, the primary focus is on direct practice.

(a) During the first month (of the fall semester), the student should receive a comprehensive orientation to the agency including organizational structure, mission, boundaries, funding auspices, staffing patterns, relationship to surrounding community, and the role and fit of student interns into the agency’s operation. The student should also receive an orientation to the specific program or service area where the student is completing his/her field placement hours.

(b) Throughout the placement period, the student should be exposed to indirect service activities such as participation in agency and interagency meetings, outreach programs, program development and/or evaluation, and other appropriate learning opportunities.

(c) Throughout the placement period, the student should be exposed to a variety of experiences along the social work practice continuum, with a focus on more advanced practice skill levels and the integration of theoretical material with practice methods and strategies.

The majority of students will see a large number of clients during their field placement, depending on the type of agency and caseload activity.

Over the course of the concentration-year fieldwork period, the student should have involvement in the following assignments and activities:

(1) Fifty percent of fieldwork hours must be spent in direct practice activities, including work with individuals, couples and families, where available, and group and community assignments. Less than 50% of direct practice is sometimes acceptable depending on the placement agency (fund development, administration,

(2) Completion of at least one comprehensive assessment and diagnostic evaluation (can be at the community or group level).

(3) Assignment of at least four ongoing, long-term cases if possible (or comparable ongoing projects). The number of cases varies depending on the agency definition and work expectation related to a “case.”

(4) Assignment of a variety of cases requiring short-term intervention and activities.

(5) Participation in case or staff conferences, including the presentation of a case or project to the conference group.

(6) Collaboration with other members of the interdisciplinary or treatment team in the agency, including co-therapy, and collaboration on special needs.

(7) Participation in a group experience as facilitator or co-facilitator.
(8) Complete process recordings as required by Field Instructor of Faculty Field Liaison. A minimum of 8 is required.

10. Development of the Learning Agreement

Each student and his/her Fieldwork Instructor will develop a Learning Agreement during the beginning weeks of the fall semester placement period. The form is housed in the Intern Placement Tracking (IPT) online system. The purpose of the Learning Agreement is to identify individual student learning objectives and educational activities field experiences through which those objectives may be met, based on the Comprehensive Skills Evaluation that will serve as the evaluation tool for the fieldwork placement period. The learning agreement addresses the nine major learning areas as identified above and develops specific educational activities and experiences to achieve a level of competence in each of the skill areas. The identified educational activities (field experiences) become the tasks that provide opportunity to practice a particular concept or skill. The Learning Agreement is contained in the document entitled: Learning Agreement/Comprehensive Evaluation found in IPT.

When selecting educational activities, there are several useful guidelines to consider:

(1) What is the purpose of the activity? Will it give the student the opportunity to practice the particular concept or skill listed in the objective?

(2) Does the activity allow the student to build upon previously attained skills, knowledge and experience?

(3) Does the activity challenge the student’s interest and provide satisfaction in carrying it out?

(4) Is there opportunity for both observational and participatory involvement?

(5) Does the activity provide the opportunity for movement to more independent performance?

(6) Is the activity feasible? Are there adequate resources to assure its completion?

Each educational activity identified in the learning agreement should have a time line for accomplishment of the activity. The learning agreement thus becomes a clear document describing the learning focus of the student and the resources and experiences the agency will provide. The agreement can be modified and/or amended as objectives are achieved, new needs emerge, or additional field learning experiences become available.

The written agreement also serves as part of the basis for the mid-year and final evaluation, where the progress or achievement in each of the learning areas and individually developed educational activities (field experiences) is transferred to the written evaluation document.
11. Process or Educationally Based Recording Requirement
(http://www4.csudh.edu/social-work/field-education/index)

California State University Dominguez Hills requires a minimum of 8 process recordings each academic semester, HOWEVER, if the site requires more the student is expected to abide by the requirement of the agency. The use of recording as a teaching/learning tool in the fieldwork experience is a requirement of the Department of Social Work. A variety of recording types for educational purposes will be used by the student. The most common (and preferred) type of recording is the process recording, a written account of the interaction between the student and the client(s). The process recording allows for an account of the actual content during an interview session, as well as the dynamic interaction which is taking place. Process recordings should also include a clear statement of the purpose of the interview, the student’s impressions and assessment of the interview, and plans for the next session. Other types of educationally-based recording include selective process recording, summary recording, group recording, recording of meetings, and developing of agendas.

Educationally-based recording has a significant value for the student’s professional learning and growth. It helps the student rethink the interview process, remember interventions and integrate theoretical and practice materials in preparation for supervisory conferences, and further learning of practice skills.

Each student and Field Instructor will receive a copy of the educationally-based recording handout at the beginning of the fieldwork placement period. This document clearly describes the requirements for educationally-based recording for both foundation and concentration-year fieldwork students. The Field Instructor may choose to use his/her own format (i.e. a different process recording form).

Field Instructors and students are encouraged to use other teaching/learning tools, such as audio tapes, video tapes, observed interviews and one-way mirrors in place of written recordings. The Faculty Field Liaison will review the recordings during the scheduled agency site visits and may request that an example be brought to fieldwork seminar. The confidentiality of the client information will be preserved at all times.

Students are additionally responsible for any recording/documentation required by the agency itself for its own records and files.

12. Integration of Fieldwork and Classroom Learning

The integration of theoretical and conceptual material taught in the classroom and the application of social work practice skills in fieldwork is of critical importance in the educational experience. A variety of opportunities for integration of these areas have been developed.

The fieldwork seminar is designed to provide a longitudinal integrative experience for students, corresponding to beginnings, middles and endings within each individual, fieldwork period, and the total MSW program. The goals and objectives of the fieldwork seminar focus on enabling students to achieve integration of classroom learning with direct experiences in the field, enabling students to examine and integrate personal and professional values, and assisting students to understand their personal selves as participants in professional roles.
The guidelines for fieldwork experience assignments and caseload expectations have been developed to complement the academic curriculum and course assignments and to highlight the anticipated differences in skill level between foundation-year and concentration-year fieldwork students. These guidelines enhance the integration of classroom and fieldwork learning. It is expected that students will be exposed to a variety of experiences during the fieldwork placement period and that opportunities will be made available for the student’s participation in tasks and activities spanning a range of complexity and related to coursework and assignments.

Field Instructors may request that their field students bring them copies of the course outlines and reading requirements for each course at the beginning of each semester. This allows the Field Instructor to pace learning experiences to classroom content, and to assist the student in integrating their practice activities with their academic learning.

The Faculty Field Liaisons are integrated into the entire MSW curriculum and as such teach foundation and concentration courses and are familiar with all course content. An intense effort is made to continually integrate course content into field seminar and Field Instructor trainings and meetings.

13. Orientation Component for Field Instructors

The Department of Social Work provides a fall semester orientation for all Field Instructors. This orientation serves several purposes:

1. Provides an opportunity for experienced practitioners to share their skills in the area of field instruction and supervision,

2. Provides a forum for exchange of practice skills and areas of expertise, and

3. Exposes the Field Instructors to the philosophy and operation of the fieldwork program at California State University, Dominguez Hills.

14. Field Instructor Training

All new Fieldwork Instructors are required to complete a Fieldwork Instructor Training Course that is offered by the six schools of social work in the Los Angeles area. Field Instructors and other agency staff are welcome to attend the workshops that are didactic and experiential. The course addressed the roles, responsibilities, opportunities, developmental issues, learning process, structure, theories, assessment content, cultural competence, and ethical/legal issues of social work field education. All new Field instructors are asked to complete training during their first year of instruction.

The objectives of the New Field Instructor Training are:

- To understand the laws, regulations, goals, ethics, and structure of clinical social work supervision and field education;

- To review and understand the theoretical and practice content of social work supervision and field education;

- To analyze critically current assumptions, approaches, and behavior in the role of supervisor and fieldwork instructor;
• To understand and be sensitive to the meaning of human diversity in supervisory, educational and therapist relationships;

• To become familiar with a variety of learning styles, tools, assumptions and goals;

• To understand the on-going process of educational and clinical assessment and reassessment, the specific mechanisms by which these are done in the context of supervision and field education, and in a culturally competent context.

15. Fieldwork Advisory Committee

The Fieldwork Advisory Committee is sub-committee of the MSW Department Advisory Committee and is made up of members of the faculty of the Department of Social Work, California State University, Dominguez Hills and representatives of community agencies providing social work services. This committee is part of the larger Program Advisory Committee, which is chaired by the Director of the Social Work department. The Field Advisory Committee provides important feedback to the MSW program regarding developments in the community.

The main objectives of the Field Advisory Board are to:

• Integrate curriculum goals and objectives throughout the field education experience;
• Promote student learning through field education;
• Promote partnership with CSUDH MSW Program and community agencies;
• Develop and support the field education program at CSUDH MSW program;
• Promote the competency of field instructors;
• Participate in planning of events and innovations in field education;
• Promote communication, support, and information sharing among field instructors; and
• Assist in reviewing and updating the field education program.