



**SAN FRANCISCO
STATE UNIVERSITY**

School of Social Work Field Education Manual

Accredited by
the Council on
Social Work
Education

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Field is the Heart of Social Work Education

The NASW Code of Ethics Summary of Major Principles

I. The Social Worker's Conduct and Comportment as a Social Worker

A. Propriety. The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.

B. Competence and Professional Development. The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.

C. Service. The social worker should regard as primary the service obligation of the social work profession.

D. Integrity. The social worker should act in accordance with the highest standards of professional integrity.

E. Scholarship and Research. The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

II. The Social Worker's Ethical Responsibility to Clients

F. Primacy of Client's Interests. The social worker's primary responsibility is to clients.

G. Rights and Prerogatives of Clients. The social worker should make every effort to foster maximum self-determination on the part of clients.

H. Confidentiality and Privacy. The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

I. Fees. When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the client's ability to pay.

III. The Social Worker's Ethical Responsibility to Colleagues

J. Respect, Fairness, and Courtesy. The social worker should treat colleagues with respect, courtesy, fairness, and good faith.

K. Dealing with Colleagues' Clients. The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations

L. Commitments to Employing Organizations. The social worker should adhere to commitments made to the employing organizations.

V. The Social Worker's Ethical Responsibility to the Social Work Profession

M. Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.

N. Community Service. The social worker should assist the profession in making social services available to the general public.

O. Development of Knowledge. The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

VI. The Social Worker's Ethical Responsibility to Society

P. Promoting the General Welfare. The Social worker should promote the general welfare of society.

MISSION STATEMENT

The mission of the School of Social Work is to provide educational foundations that promote just and secure communities, societies and global networks. It serves to educate human service providers for versatile, creative, and culturally sensitive practice in multiple settings and involving diverse populations. The School of Social Work promotes leadership, scholarship, activism, and change to achieve equity and social justice.

PROGRAM DESCRIPTIONS

Undergraduate Program (BASW)

The undergraduate program's primary objective is to prepare social workers for beginning professional practice at the generalist level. This objective is designed to enable students to practice in a variety of agencies with entry level competencies commensurate with the values of the profession. Specifically, beginning practice means the ability to interact, in a helping capacity, with individuals, families, groups, organizations, and diverse communities, and with a specific mission to serve oppressed populations. Students enter the Social Work major in their junior year. All required courses within the Social Work curriculum address themselves to the stated program objectives.

Graduate Program (MSW)

FIRST AND SECOND YEAR PROGRAMS

The MSW program is divided into distinctive yet interrelated first year and second year programs. All first year graduate students are accepted into either the Title IV-E Child Welfare Training Program or the Individual Families and Groups (IFG) emphasis. Although both cohorts participate in most of the same classes, Title IV-E students receive additional training and enroll in child welfare-related practice and policy courses. They are placed at agencies that address the needs of populations required under the Title IV-E program.

- The first year full-time curriculum focuses on a generalist foundation of practice. Within the value framework reflected in our mission, they are provided content in the areas of human behavior and the social environment, the history and philosophy of social welfare, social welfare policies and services, social work practice methods, ethnic and cultural concepts and principles, and research methods, organized to reflect a specific focus on the urban context of practice.
- In the second year, students focus on the development of specific skills through classroom learning and practicum. In addition, second year students who are not in the Title IV-E Program may apply and be selected to participate in the Mental Health Stipend Training Program. These students are placed within agencies that are identified as being eligible under the requirements of the program. During the second year, the course work, field placements, and field seminars are designed to support intensified student learning

For more information, please go to <http://socwork.sfsu.edu/MSW.aspx>

OBJECTIVES OF FIELD EDUCATION

The Council on Social Work Education (CSWE) states that “the intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. “

The purpose of the field practicum is to provide students with practice experiences which complement the concepts, principles, theories and knowledge base presented in the classroom curriculum. Hence, the School expects the practicum to provide students with opportunities to test and reinforce the knowledge base of classroom courses.

For undergraduate students, field education provides them with an opportunity to develop generalist social work practice skills, and to apply social work intervention knowledge, skills and techniques in a variety of settings with diverse population groups.

For graduate students, field education provides students with an opportunity to develop further the knowledge, attitudes, values and skills required by professional social workers. The internship provides them with opportunities to carry out the functions of human service agencies and community organizations, and to test and reinforce their conceptual education. The successful completion of field education is essential preparation for students to enter advanced social work practice following graduation.

All students are expected to participate in choosing an agency, develop a field learning agreement, complete the contracted activities and goals in the agency, and, with the field instructor and the faculty liaison, evaluate their learning experiences.

Field agencies are asked to develop a student learning experience that reflects an understanding and application of the CSWE 2008 Educational Policy and Accreditation Standards (EPAS). The EPAS outlines ten competencies and 41 practice behaviors that social work students must learn and apply through the school’s curriculum and field practicum. For a more detailed description on the EPAS, please go to www.cswe.org. Faculty, participating agencies, field instructors and students are expected to be guided in their professional conduct by the [NASW Code of Ethics](#).

MSW students are required to complete 480 hours of internship in their first year, and 720 hours during the second year. BASW students are required to complete 480 hours of internship during their senior year.

COMPONENTS OF FIELD EDUCATION

Field Education at San Francisco State University has FOUR major components:

- 1. The Field Agencies*
- 2. The Field Instructors*
- 3. The School of Social Work Faculty Liaison*
- 4. The Field Seminar*

FIELD AGENCIES

Field agencies are the backbone of BASW and MSW field education. Agencies are carefully chosen by the School of Social Work and by the students. The School has established a review process to screen potential field placements, and only agencies which meet the School's criteria are utilized. From time to time, the school will conduct a survey of field agencies to assess availability for placements and eligibility status. A lack of response to the survey from the agency may be grounds for removal from the approved list of agencies. It is the responsibility of every agency to keep the school informed of any changes; especially as it relates to the individuals identified as the field agency contact and/or field supervisors.

QUALIFICATIONS AND RESPONSIBILITIES:

In order to be qualified to take BASW and MSW students:

1. The field agency must be a legal entity authorized to provide the social services which it is offering. Agencies must also certify a policy of non-discrimination as related to students, based on gender, sexual orientation, age, race, ethnicity, marital status, physical disability, political persuasion, and religious affiliation as a requisite for placement of students.
2. The field agency is required to identify the specific disadvantaged/oppressed constituencies it serves and offer services consistent with the mission of the School.
3. The agency should have an **OFFICIAL FIELD EDUCATION POLICY** which includes both the designated field instructor(s) and a general outline of the educational process which will be followed in the students' training (e.g. conferences, workshops, etc.).
4. Agencies accept the responsibility for submitting qualification statements for field instructors being considered as additions to or replacements for originally designated field instructors.
5. The field agency must provide the students with the minimum number of required hours of supervision by an MSW.
6. The agency should have a range of services of sufficient breadth to provide students with opportunities to work in a variety of roles to meet their general and specific learning goals.

7. The agency must practice according to the values and standards of the [NASW Code of Ethics](#).

8. The agency must be in compliance with the Americans with Disabilities Act or be making reasonable efforts to comply.

FIELD INSTRUCTORS

QUALIFICATIONS:

The field instructor is the agency staff responsible for providing students with the required field supervision.

In order to be qualified to supervise students the field instructor must have:

1. An MSW degree from an accredited School of Social Work and at least three years of practice experience, and at least one year of experience in the agency.
2. A commitment to regular (weekly) supervisory conferences, plus additional informal availability, including some time to observe students directly. Interest in and willingness to participate in selected campus-based events related to the field education experience is also required. Ideally, the agency should provide practice and observational learning opportunities appropriate to the student level (undergraduate/graduate), as well as to the student's program or emphasis.

AGENCIES WITH UNDERGRADUATE AND FIRST YEAR MSW STUDENTS are asked to provide a generalist focus with learning opportunities in at least two of the three practice levels (individuals, groups and communities), and to have extensive contact with various components of the social service system.

SECOND-YEAR MSW PLACEMENTS must provide focused learning/practice experiences in the student's main emphasis and/or program affiliation (i.e. IFG, Mental Health, Title IV-E).

RESPONSIBILITIES OF FIELD INSTRUCTORS:

The agency field instructor is primarily responsible for the educational experience of the students who are assigned to the agency. In addition, the Field Instructor is responsible for the following:

1. **LEARNING AGREEMENT:** Develop a learning agreement with the student and faculty field liaison that addresses the specific educational objectives to be accomplished during the placement (please note the due date for the agreement).
2. **SUPERVISION:** Provide an opportunity for weekly individual and group supervisory conferences with students. Requirements include one hour of weekly individual supervision for BASW students, and one and one-half hours per week for MSW graduate students.
3. **PROVIDE WORKSPACE:** Create and maintain appropriate space and facilities within the agency for the student(s) to carry out their assigned learning objectives.
4. **PREVENT PROBLEMS - WORKING WITH THE FACULTY LIAISON:**

- Hold **periodic conferences** with the faculty liaison to discuss the student's performance and other pertinent concerns, such as curriculum course content.
- **Alert** the faculty liaison as early as possible about potential problems facing a student.
- **Refrain from taking an action** against a student (e.g. dismissing a student from the agency) without previous consultation with the faculty liaison and/or the Field Director.
- Notify the School of a planned extended or permanent absence from the agency and provide, in writing, information regarding the **new field instructor** in case of changes.

5. EVALUATE STUDENTS: Submit a semester progress statement and a final written evaluation to the School on the student's performance in the field by the designated due date, after consultation with the student and the faculty field liaison. Recommend a grade (Credit/No Credit) to the field liaison based on the student's performance in relation to the learning agreement.

6. INVOLVEMENT WITH THE SCHOOL OF SOCIAL WORK: Attend orientation group meetings, workshops, and committee meetings as needed to maintain ongoing contact with the School, and offer relevant information and expertise that will enhance the total program.

7. KEEP THE SCHOOL OF SOCIAL WORK UP TO DATE: Notify the School in writing of the name of the new field instructor in case of changes, and inform the faculty liaison and/or Field Coordinator of a field instructor's absence from the agency due to vacation or other reasons.

8. CODE OF ETHICS: The Field Instructor must practice according to the standards and values of the NASW Code of Ethics.

FIELD SEMINAR INSTRUCTOR AND LIAISON

The Field Seminar instructor and liaison is a faculty member of the School of Social Work who teaches the field seminar course and is responsible to represent the School at the field agency. The faculty liaison serves as the channel of communication between the agency field instructor and the student.

FACULTY LIAISON RESPONSIBILITIES:

1. VISIT THE AGENCY AND FIELD INSTRUCTOR

1. Periodically evaluate the student's progress.
2. Assure that the field placement provides the appropriate educational experience for the student, consistent with School policy.
3. Make necessary curriculum materials and other resources available to the agency field instructor.
4. Resolve problem situations that may arise in the placement.

A MINIMUM OF ONE VISIT PER SEMESTER IS RECOMMENDED.

2. LEARNING AGREEMENT: Assist the student and agency field instructor in the development of a written learning agreement which specifies the student's learning goals, expectations, and assignments (please note the due date for the agreement).

3. GRADES AND EVALUATIONS:

- Consult with the agency field instructor to determine the student's evaluation and grade.
- Confer with the student regarding field performance and evaluation.
- Coordinate the return of the semester progress statement and the final written evaluation by the scheduled deadlines (please note the due date for evaluations each semester).

4. RESOLVE FIELD SITUATIONS:

- Consult with the student's faculty advisor when appropriate as to the student's progress and/or problems.
- Participate with the Director of Field Education, student, and field instructor in the development of a course of action when a change of field placement is determined necessary.

5. REPORTS

- Write a report based on visits/contacts made to the agency during the academic year and submitting to the Field Coordinator at the end of the year.

FIELD SEMINAR

UNDERGRADUATE FIELD SEMINAR:

Students receive a total of four academic credits, SW 503 (Fall) and SW 505 (Spring) for their time spent in the field placement, two credits for each semester. The Field Placement is an integral part of the undergraduate program in the School of Social Work, and field education is designed to provide an experience in which the student will have the opportunity to integrate theoretical classroom knowledge with the practice skills involved in direct work with clients, organizations and groups. Students also learn, through first-hand experience, the way in which professional service is carried out in a recognized social work agency. BASW students enroll in field education during their senior year.

GRADUATE FIELD SEMINAR:

Each semester, MSW students enroll in SW 740, Field Work Instruction, and SW 741, Graduate Field Work Seminar, for a total of 14 units over their four semesters in the program. The seminar meets for two hours each week, and is conducted by a faculty instructor, who also serves as the field liaison for the students in the class.

FIRST YEAR SEMINAR: The first-year seminar begins with an orientation to field education. The focus then shifts to the development of a field learning agreement, analysis of the field placement agency related to organization, services provided, population served, funding and use of supervision. The School's emphasis on the urban community and services to oppressed groups is explored through the student's field placement. The final tasks of the first-year seminar are to prepare students for their second year emphases, and their termination from the first-year placement.

SECOND YEAR SEMINAR: Second-year field seminars begin with the development of a field learning agreement and analysis of the agency. The seminar focuses on services to oppressed groups as it relates to the students' learning objectives and placement settings in the second year.

STUDENTS EXPERIENCING DIFFICULTY WITH THEIR FIELD PLACEMENT SHOULD INFORM THEIR FACULTY FIELD SEMINAR AND LIAISON IMMEDIATELY.

FIELD EDUCATION DIRECTOR

The Field Education Director represents the School and, as such, serves as a channel of communication between the agency and the School. The Field Director is responsible for:

1. ADMINISTRATION:

Administering all aspects of the Field Education Program.

- **FIELD PLACEMENT PROCESS:** Planning and coordinating the field placement process.
- **FIELD POLICIES:** Implementing the School's Field Policies.
- **AGENCY DIRECTORY:** Developing and maintaining a current agency directory to assist students in the field placement process.
- **FIELD MANUAL:** Keeping an up to date field manual to be distributed among students, agency instructors, and faculty.
- **STUDENT FILES:** Maintaining a file on all students enrolled in field.
- **FIELD REPORTS:** Preparing field reports for the Director of the School.

2. STUDENT INTERVIEWS:

Conducting interviews and meetings with students during the field placement process.

3. AGENCY RELATIONS:

- Developing, evaluating, and selecting agencies for field placements.
- Maintaining ongoing relationships with the field agencies.

FIELD POLICIES AND PROCEDURES

The following are School of Social Work policies regarding academic credit, grading, summer field, repeated placements, use of employment, and insurance, travel and transportation, confidentiality, and sexual harassment.

1. ACADEMIC CREDIT FOR FIELD EDUCATION

GRADUATE STUDENTS:

All graduate level social work students must complete a minimum of 1200 hours of Field Education for 10 units. The internship for starts in September (2nd YR) or October (1st YR) and ends at the end of the academic year in May. Students may not “bank” hours, starting early or accumulating extra hours during break in order to complete the internship early. Students are expected to follow the University/School calendar for the student’s internship schedules.

FIRST YEAR STUDENTS: First year students are expected to be in the field for 16 hours per week, a total of 240 hours or 30 days per semester, for two semesters, for a minimum of 480 HOURS FOR THE ACADEMIC YEAR. First year students begin the placement in October, after at least four (4) weeks of orientation to the university during their SW 741 Seminar. Students remain in the internship for two (2) days a week until the end of the academic semester, usually mid-May.

SECOND YEAR STUDENTS: Second-year students are expected to be in the field for 24 hours per week - a total of 360 hours or 45 days per semester, for two semesters, for a minimum of 720 HOURS FOR THE ACADEMIC YEAR. Second year students begin the internship in September, after Labor Day, and remain in the internship until the end of the academic semester, usually mid-May.

UNDERGRADUATE STUDENTS: Undergraduate students are expected to be in the field for two days/week (16 hours) or 240 hours on 30 days per semester for a minimum of 480 hours.

2. GRADING FOR FIELD EDUCATION:

FIELD AGREEMENT AND EVALUATION:

In order to develop a comprehensive agreement and a fair evaluation, students, field supervisors and field liaisons must take into consideration the curriculum of the School of Social Work.

The objective of the field practicum is to provide students with practice experiences which complement the concepts, principles, theories and knowledge base presented in the BASW and MSW classroom curriculum. Hence, the School expects the practicum to provide students with opportunities to test and reinforce the knowledge base of ALL classroom courses.

FIELD AGREEMENT: All students must complete a Field Learning Agreement with their field instructor and their field liaison. These agreements form the basis for first and second semester evaluations.

EVALUATIONS:

- Field Instructor must complete the **FIRST SEMESTER PROGRESS REPORTS** at the end of the first semester.
- Field Instructor must complete **FINAL EVALUATIONS** at the end of the year.
- **STUDENTS CANNOT RECEIVE A GRADE WITHOUT THESE EVALUATIONS** (See Field Instructors' Responsibilities).

FIELD COMPETENCIES: As described on page 6 of this manual, field agencies are asked to provide tasks and skills in the field that address the competencies outlined in the CSWE Educational Policies and Accreditation Standards. To become familiar with these competencies and their knowledge, values, skills and resulting practice behaviors go to www.cswe.org.

Students are to comply with all agency and legal policies and procedures regarding confidentiality, adhere to the letter and spirit of the [NASW Code of Ethics](#), as well as the laws of the State of California. In addition, the school has developed a **Code of Conduct** that covers students' behavior in the classroom and in the field. You can find this document on the School's website.

The Faculty Field Seminar and Liaison is responsible for submitting grades for students in Field Experience, on a Credit (CR)/No Credit (NC) basis. Grading is based on the following documentation:

1. A field learning agreement, signed by the field instructor, student and faculty field seminar/liaison.
2. A mid-year evaluation by the field instructor.
3. A final evaluation by the field instructor.
4. An agency evaluation by the student.
5. An evaluation of the faculty field seminar/liaison by the student.

ALL WRITTEN MATERIALS MUST BE SUBMITTED BY THE DATES SPECIFIED ON THE FIELD EDUCATION CALENDAR. LATE OR MISSING DOCUMENTATION WILL RESULT IN A GRADE OF INCOMPLETE.

3. POLICY ON REPEATED PLACEMENTS:

The same placement cannot be used for two academic years. This may be waived with permission from the Field Coordinator and the Student Advisor as long as the learning experience to be acquired by the student is different from the previous one. The student will need to write a proposal and submit for approval.

4. POLICY ON ACADEMIC CREDIT AND THE USE OF EMPLOYMENT AS A FIELD PLACEMENT

The School of Social Work will not provide academic credit for life or prior employment experience in lieu of the internship requirements described in this manual

The general policy of the School is to DISCOURAGE the use of one's employment as a field placement. If granted, the use of employment as a field placement can only be authorized for one of the two years of the internship. Specific arrangements must be made with the employer who will need to agree that the student will be performing functions different from those the student usually performs for the agency.

"Employment" is defined as a paid position in which a student is expected to perform certain functions and be directly accountable to the organization. The learning nature of such a position is either peripheral or secondary.

This policy does not apply to paid stipends, field placements with pay, or scholarships which students acquire through field-based learning. The difference here is that a student with such a status is expected to learn, gain training, and function in a trainee capacity.

Students can appeal for a waiver from the general policy. The review of such appeals is based on the

following criteria:

- a. The student's demonstration of financial need in order to continue in the graduate program.
- b. Identification of the proposed learning experiences and objectives that are consonant with the student's aspirations and the School's mission.
- c. Identification of the proposed field activities that are different from the student's regular job functions.
- d. Commitment from the agency for using work as a field placement.
- e. A binding contract with the proposed field instructor to provide the necessary instruction, supervision, and training in order to fulfill the learning objectives of the MSW program.

The following procedures must be followed to appeal the School's policy on the use of employment as field placement. FAILURE TO COMPLY WITH THE ABOVE PROCEDURES WILL RESULT IN THE LOSS OF FIELD AND SEMINAR CREDIT FOR THE ACADEMIC YEAR.

- a. Submission of a written statement from the student explaining the reason(s) for using one's employment as a field placement. It is pertinent to address the criteria stated above (Nos. 5a, b, c).
- b. Submission of a written letter from the administrator of the agency in support of the student's desire to use employment as a field placement (No. 5d).
- c. Submission of a written letter and contract from the field instructor (with the student's and instructor's signatures) stating his/her intention to provide instruction and supervision for the field part of the work experience (Nos. 5d and 5e).

The student is responsible for collecting all necessary documents and for requesting a review of her/his case. The materials will be presented to the appropriate key people within the department in arriving at her/his recommendation on the appeal. The recommendation is then forwarded to the Coordinator of Field Education for final action. In the event that a student is not satisfied with the final action, a grievance process can be followed according to the School's general policy for student grievances (SEE ADVISING MANUAL).

5. PROCEDURES AND REQUIREMENTS FOR JOB CONVERSIONS

Job conversions have been considered accommodations to students employed full time who are unable to continue in school if they have to reduce their employment and if they are employed in a qualified social service agency. The acceptable reason for a job conversion request has therefore been due to financial need (proof of need not required). Due to inherent role conflicts when an employee becomes an intern, every effort is made to remove the intern role as far as possible from the regular job. In order to increase the educational learning opportunities, the new learning tasks are to be as different from the regular job as possible and must meet the concentration requirements. It is important that agencies do not use job conversions to have students take on extra work and time to

fulfill the internship, which is not acceptable. In order to ensure clarity in the assignments and ensure internship requirements, it is required that the agency administration or HR confirm in writing that the internship is part of the employee's regular employment and not additional, nor will their salary be reduced in relation to the hours of the internship. Students must be full time employees; otherwise, an internship is not a financial hardship and agencies may not invite part time employees to work free for their internship.

Here are the procedures and requirements:

- Agency must meet the school's requirements as listed on the website (complete application if not already approved);
- Student must be full time employee, retained in full time status with full time salary (internship is not overload but is part of regular employment, and salary cannot be reduced.) Supervision must be by a qualified (by School) MSW staff member who has no line authority over the intern (to reduce role conflict; cannot be the current supervisor);
- Activities must meet the Concentration requirements and be substantially different from the intern's regular job;
- *Documentation:* agency application as needed with MSW resume; letter from student requesting use of employment for internship with reason (financial need) and indicating plan for internship activities; letter from agency executive verifying use of employment for internship, assignment of qualified MSW staff field instructor, and internship reassignment; letter from agency MSW field instructor verifying intent, current structural relationship, and willingness to take on student;
- Once above documentation is secured, Placement Contract and Non-Discriminatory Agreement can be completed. Placement is confirmed with the field coordinator's signature.

The best job conversions are in large agencies where a student can move to a new site with new people and with a field instructor whom the student knows to be an excellent mentor and practitioner. Students should be instructed to start searching their agencies for programs and people removed from their jobs who are good teachers for them, and to talk with their EDs about how to create the required administrative structure.

6. POLICY ON MALPRACTICE INSURANCE REQUIREMENT:

All students entering internships in the School of Social Work will be covered by the CSU group policy for professional liability while in the field during the academic year.

7. POLICY ON CHANGE OF PLACEMENT:

Commitment to the client population and to the agency in which the student has decided to complete his/her internship is considered a basic aspect of professional behavior. Students are supported in choosing agencies that reflect and promote the student and school's best judgment regarding the student's educational and professional development. Therefore, students are required to remain in the agency in which they were placed for the entire academic year.

Changes in agency placement may be made **ONLY** with the permission of the Field Education Coordinator, who will consult with the student and everyone else involved in the student's field education, including but not limited to the student's advisor, the Faculty Field Liaison, the Agency Field Instructor, the Agency Executive and appropriate faculty. Placements may need to change if the learning agreement or placement contract between the student and the agency has been broken **BY THE AGENCY** as a result of the agency closing, the field instructor leaving, and substantial structural changes in the learning agreement instituted by the agency and which cannot be resolved by the student, School and Agency.

8. PROCEDURE ON TERMINATION FROM THE FIELD PLACEMENT:

Placement in an agency for an internship is the educational responsibility of the School and is a decision that rests with the Coordinator of Field Education. Termination from an internship therefore rests with the School. The decision to terminate an internship is made after consultation with the student, the Agency, the Faculty Field Liaison, the student's Faculty Advisor, the appropriate faculty, and when appropriate, the Director of the School, and is made by the Field Education Coordinator. The Director of the School will, in all cases, be informed of any termination from an internship.

It is the responsibility of the Field Instructor and the Agency to inform the School **IMMEDIATELY** of any potential problems that may arise involving a student. The student, Agency Field Instructor and appropriate Agency administrators, Faculty Field Liaison, and when requested, the Field Education Coordinator, will meet to discuss the student situation **prior** to any decision regarding possible termination. It is also the responsibility of the student to notify the school **IMMEDIATELY** through the Faculty Field Liaison if he/she learns that there are circumstances that may lead to termination from

the placement.

An Agency may remove a student temporarily, with notification to the School, via the Field Liaison and/or the Field Education Coordinator, if the student presents a danger to self, clients or Agency personnel. In the event of such danger, the Agency is expected to act according to the standards of the NASW Code of Ethics in carrying out its professional responsibilities.

In the event of an agency or student being unable to meet the agreed upon conditions of the completed Placement and/or Learning Agreement due to circumstances beyond the student's control, the faculty field liaison will meet together and provide mediation as needed, with the student, field instructor, and other staff or faculty as appropriate (i.e., intern coordinator, agency executive, advisor, etc.), and with the Field Coordinator if requested. The liaison shall recommend in writing to the Field Education Coordinator, as a result of this meeting, one of the following recommendations with accompanying rationale:

- * Termination of placement with termination plan
- * Modification of learning contract with specific alternatives. The written rationale must include the following:
 - * Determination of placement and/or learning contract breach or lack
 - * Discussion of reason(s) for inability to repair or modify placement to meet student needs and/or school's requirements
 - * Plan for remediation or termination
 - * Documentation of completion of school's procedures regarding termination of placement (due process)

Documentation goes into the student's school file. Copies of the documentation go to the student and the field instructor. Whenever possible, the liaison should strive in this process to reach a mutual agreement among the parties regarding outcomes for the benefit of the student's best educational program. If, in the judgment of the liaison, the agency is no longer beneficial to the student's educational progress, recommendation to the Field Director for termination of the placement may be made. Such recommendation should be in writing and include the information indicated above.

8. POLICY ON CONFIDENTIALITY

- Students are to comply with all agency and legal policies and procedures regarding confidentiality, adhere to the letter and spirit of the School's Code of Conduct, NASW code of ethics, as well as the laws of the State of California.
- Educational exercises and assignments must ensure client confidentiality.

- Students are to comply with mandatory reporting requirements.

9. POLICY ON TRAVEL AND TRANSPORTATION

- Students must provide their own transportation to and from the placement site. Any travel reimbursement is to be arranged between the student and the agency.
- Agencies cannot require students to transport clients in the student's personal vehicles. Students who agree to use their own cars for business purposes at the agency must provide the agency with proof of appropriate insurance coverage.

10. POLICY ON SEXUAL HARASSMENT

Definition of Sexual Harassment

Consistent with the SFSU policy definition Sexual Harassment is “one person’s use of University authority, rank, or position to distort a University relationship by conduct, which emphasizes another person’s sexuality. Sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature are forms of sexual harassment when the person with the authority, rank, or position:

- a) Requires submission as an explicit or implicit condition of instruction, employment, or participation in any University activity; or
- b) Distorts academic or personnel evaluations based on response to such conduct; or
- c) Hinders performance by creating or allowing sexually intimidating, hostile, or offensive behavior to occur in the University or in a University-related setting.

Sexual Harassment is unethical and unprofessional conduct, illegal, and, against San Francisco State University policy. It may occur in written, spoken, physical, and visual forms.

The University will act to eliminate sexual harassment within its jurisdiction. A person with University authority, rank, or position must not use that power to create sexual pressure on someone else or on the workplace in general.

The University will evaluate each incident of alleged harassment and apply appropriate remedies.

The University recognizes that any member of the campus community might be called upon to listen to a complaint of alleged sexual harassment. The listener should be objective and attentive, while discouraging use of names. No records should be kept, or should promises for specific or final decisions be made. The listener should refer the complaint to A Sexual Harassment Advisor or to a University Sexual Harassment Officer. Complaints may go to the Sexual Harassment Officer without first consulting

a Sexual Harassment Advisor and may request an investigation at any time.

If the physical safety of any University individual is in question, the President will act immediately, within the authority of Title 5, Section 41301, the Education Code Section 22505 or the Penal Code Section 626.4 to protect the threatened party. Formal proceedings may be initiated immediately by the President in consultation with the Sexual Harassment Officer(s), and the appropriate grievance/discipline”

All field agencies are required to have written policies within their agency that reflect an adherence to this policy.

11. POLICY ON PROHIBITION OF WEAPONS AT INTERNSHIP

Consistent with CA law, CSU and SFSU policy

(<http://government.westlaw.com/linkedslice/default.asp?Action=TOC&RS=GVT1.0&VR=2.0&SP=CCR-1000> ; <http://www.calstate.edu/EO/EO-970.html>; <http://www.leginfo.ca.gov/calaw.html>), carrying weapons (as defined in the above citations) at internship sites and during internship activities is prohibited. Possession and/or use of weapons at or during an internship constitute cause for immediate termination of the internship. Policy passed by Faculty on April 14, 2008 Weapons for this purpose are defined as firearms, replicas, knives, ammunition, chemicals, explosives, etc. . Students who desire to carry weapons due to fears for personal safety related to an internship should discuss those concerns with the Field Liaison, Field Instructor, and Field Coordinator as a basis for changing internships and/or creating more effective ways of increasing personal safety. No student is expected to enter or remain in an internship where fear for personal safety affects their educational process.

For more information on field forms and requirements, please go to the Field section of the school’s website at <http://socwork.sfsu.edu>

Rev. 10/12

COUNCIL ON SOCIAL WORK EDUCATION- 2008 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

4

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple 5 factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

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Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community,

and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes⁷

identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods⁸ in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice.

Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. ⁴Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].* ⁹

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 *Identifies its concentration(s) (EP M2.2).*

M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

M2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*¹⁰

2.1.6 *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

2.1.7 *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

2.1.8 *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the*

role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

⁵ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, 11 gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

3.1.2 *The program describes how its learning environment models affirmation and respect for diversity and difference.*

3.1.3 *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 *The program identifies the criteria it uses for admission.*

M3.2.1 *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

M3.2.3 *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

3.2.4 *The program describes its policies and procedures concerning the transfer of credits.*

3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

3.2.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

3.2.9 *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

3.2.10 *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a 13*

Master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

M3.3.3 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

3.3.4 *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

3.3.5 *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*

3.3.6 *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.¹⁵

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-Master's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for 16 achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.