Revised 10-1-20
PURPOSE

This manual has been prepared to assist agencies, Field Instructors, faculty, and students in understanding the objectives, policies, and procedures governing the field education program for the Master of Social Work (MSW) program at San Francisco State University.

It is designed to answer the most frequently asked questions about MSW field education policies and procedures, as well as to clarify expectations, rights, and duties of all involved.

The contents of this manual are based on best practices within the field of social work guided by the National Association of Social Workers (NASW) Code of Ethics, Council on Social Work Education (CSWE) accreditation standards, and San Francisco State University School of Social Work mission and curriculum.

Manuals from several California Graduate Schools of Social Work, including UC Berkeley, CSU San Bernardino, CSU Long Beach, UCLA, and Sacramento State University, were reviewed to assist in the development of this Field Manual. Valuable information and suggestions have been provided by past and current faculty members, Field Instructors, liaisons, and MSW students.

Special Note to Agency Executives and Field Instructors:

San Francisco State University faculty and administration are most appreciative of the invaluable contribution made by affiliated community organizations, agencies and Field Instructors. Without the collaboration and dedicated service of all concerned, a quality program of graduate Social Work Education would not be possible.

In support of your contribution, Field Liaison Faculty will be visiting each placement site on a regular basis. We want to assist agencies and Field Instructors as needed in support of our partnership in addressing student professional development needs.

Additionally, the Field Director is available to answer questions, participate in problem solving, and provide a range of administrative consultations to agency staff and Field Instructors.

If the School of Social Work can be of any assistance to agencies or Field Instructors, not only in the education and training of Social Workers, but in reaching agency goals or better serving clients, your ideas, suggestions, and questions are most welcome.
SFSU School of Social Work Supervision Field Commitment Form

To all social work students, Field Liaisons and Field Instructors:
Please complete and electronically sign this form and return it to
SFSU Field Director, Morty Diamond, mdiamond@sfsu.edu

Please initial to indicate your affirmation that you have read and understand each section.

If you have not read, or do not understand any of the following sections, please email the Field Director. Signed commitment forms are required of all students, Field Instructors and Field Liaisons prior to the start of a field placement.

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I: INTRODUCTION

Welcome to the SF State School of Social Work, MSW and BASW Field Education Program.

This Field Manual has been developed to provide information and guidance to students, Field Instructors, program administrators and faculty. It will continue to be revised and changed as needed. The most current copy of the Manual will be updated and posted on the SF State School of Social Work website https://socwork.sfsu.edu/

The field education program addresses MSW and BASW Program goals at SFSU. It is structured to meet the Accreditation Standards of the Council on Social Work Education (2015, CSWE), in particular Standards 2.2 that pertain to Field Education Accreditation Standards (EPAS, 2015) and the Nine Core Competencies. It also reflects the adoption and implementation of the National Association of Social Workers’ Code of Ethics https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

1.1 SFSU School of Social Work Mission

The mission of the SFSU School of Social Work is to educate diverse learners to achieve progressive development and change throughout the Bay Area and beyond. The School cultivates ethical leadership for social justice and promotes professional advocacy, versatility, activism, and cultural humility.

1.2 Goals for the MSW Program

Education: Learn from and apply the SFSU social work education experience to achieve the nine Council on Social Work Education (CSWE) curricular competencies at the graduate (MSW) level. Utilize education and research to inform and effectively engage in practice at micro (individuals, families, and groups), mezzo (organizations, institutions, and communities) and macro (societies and international arenas) levels.

Application: Use knowledge and skills to affect all practice areas (direct and indirect). Know and understand multiple forms of power, and their forms, uses, and implications. Be skilled at sharing power, and at establishing accountability with delegated, “other person”, and collaborative decision making situations.

Diverse Learners: Expect, accept, and appreciate human differences in all areas, including diversity of ethnicities, cultures, values, backgrounds, learning styles, and problem solving approaches. Promote diversity to enrich environments, thought processes, experiences, and meaningful conversations.

Collaboration and Participation: Respect, value and honor one another’s personal and professional experiences, knowledge, skills, and values. Seek, receive, and utilize inputs from diverse persons, groups, and communities and make diversity-sensitive and appropriate decisions. Engage and utilize the voices of many through participatory means.

Ethical Foundations and Leadership: Engage in professional practices that are ethically sound and appropriate, consistent with the National Association of Social Workers’ (NASW) Code of Ethics. Create ideas and action plans from research and interdisciplinary knowledge;
instill vision among team members; and enact innovative actions having substantial impact on individuals, groups, organizations, communities, and societies.

**Progressive Development:** Expand and enhance cognitive and affective abilities through continuous development of knowledge, values, skills, and practices. Utilize research to develop best practices to improve human conditions and generate research agendas through practice experiences.

**Advocacy and Activism for Progressive Change:** Know multiple forms and purposes of advocacy, and engage in change plans and efforts to achieve progressive change at micro, mezzo, and macro levels. Utilize evidence to set agendas, establish goals, create action plans, and move forward with efforts to enhance human conditions, including political, economic, legal, social, cultural, and physical environments.

**Equity and Social Justice:** Identify, understand, and evaluate multiple forms of justice (e.g. social, economic, environmental, political, and legal justice) and rights (human and civil). Promote and achieve fairness, equity, and human/civil rights.

**Professional Versatility:** Be equipped to work in a variety of settings, in a range of fields and forms of practice, and with diverse persons from multiple backgrounds, cultures, ethnicities, nationalities, ages, genders, experiences, abilities, orientations, classes, religions, and more. Be effective in systems processes through engagement, assessment, intervention, evaluation, and self-awareness.

**Cultural Humility:** Appreciate the fact that cultures and values evolve and change, and that one never “arrives” with respect to knowledge, skills, and practices related to diversity. Identify and analyze the intersectionality of forces that impinge on lives.

We seek to attain these goals in both the cognitive and affective domains:

- **Cognitive Domain:** Achieve highest levels of knowledge, comprehension, application, analysis, synthesis, evaluation, and creation.

- **Affective Domain:** Engage and sustain well-developed abilities and skills to receive, respond to, value, organize, and internalize diverse phenomena. (Adapted and applied from Benjamin Bloom’s taxonomy of cognitive and affective domains)

**Goals of the Baccalaureate Program**

Students in the Baccalaureate Program are educated for entry level professional positions in a variety of human services organizations in such fields of practice as child welfare, aging, health care, and criminal justice. Their program of study emphasizes a generalist approach to social work practice based upon a strong liberal arts foundation. In addition to entry level professional positions in social work, graduates are prepared for graduate level programs in social work, law, psychology, public health, public administration and education.

During the first and sophomore years, either at San Francisco State or at the community college level, the typical undergraduate social work student completes the lower division general education requirements of the University. To insure that only students who have acquired a liberal arts perspective before entering the Program are permitted access to the major, only
students with junior standing are allowed to enroll in social work courses. To have junior standing, students must have completed most of the courses in the University’s Lower Division General Education, or their equivalent.

The social work major courses total 44 credits of upper division social work courses. Each student must meet the requisite 120 credits to graduate (76 + 44 = 120 credits). Students are admitted into the Social Work program during their junior after having completed a minimum of 60 units (and a maximum of 96). They complete the Social Work program in their Junior and Senior years. Our curriculum structure reflects the integration of the 2015 EPAS. The courses offered in the program are well matched to ensure that all competencies and practice behaviors, along with all the components of generalist practice, are thoroughly covered. In the section below, we begin by describing our core curriculum requirements for an undergraduate degree in social work.

BASW internships take place in a variety of organizations including medical, wellness, care management, day treatment, and behavioral health settings; educational institutions such as K-12 schools, as well as community organizing, criminal justice, advocacy, governmental, and policy-making agencies. Interns have the opportunity to work with individuals, families, groups, organizations and communities throughout the lifespan.

During their senior year in the BASW program, the students are encouraged to select a field placement that develops and refines their skills associated with the core practice model.
II. FIELD PROGRAM OVERVIEW AND GOALS

2.1 The Role of Field Instruction in Social Work Education

Historically, social work educators have been among the early definers and defenders of experiential education. Field experience was seen not as the final phase of formal learning, but ongoing and concurrent with classroom instruction. Originally, universities provided supervision to students placed in agency settings. However, various models evolved with the most widely used contemporary model being agency-based supervision. Today, field education programs through universities have become responsible for developing field curriculum, selecting and preparing Field Instructors and developing techniques for students to connect.

2.2 Goals of the Field Work Experience

The field work experience focuses on the multifaceted nature of social work and the learning tools for professional social work education. Through guided, experiential learning, it provides opportunities for application of theory in the field setting, critical thinking and professional development.

In the MSW generalist (foundation) as well as BASW senior year of field, the focus is on learning generalist practice. This includes having a broad range of assignments directed at helping the student develop competencies in engagement, assessment, planning, implementation, evaluation, termination and follow-up at both the micro and macro practice levels. The skills associated with this generalist model are: preparing for intervention, communication, analysis, contracting with the client system, utilizing various roles and stabilizing change.

For First Year MSW students, students are presented a generalist practice model that features a special focus on the complexity and challenges of advocacy within the network of interwoven services delivery system rules, regulations, and procedures that define the quality of life determination process for many people in need. Knowing how to ‘see’ and ‘negotiate’ the operation of these systems characterizes the distinctive practice methodology of Urban Generalist social work practice.operation of including housing, health care, schools, child welfare, in home support services, aging, and criminal justice

In the MSW specialized advanced generalist year, students are expected to demonstrate knowledge and application of Urban Generalist social work principles and values as they apply to developmental as well as service delivery system areas of practice. The focus of this area is advocacy for realization of developmental potential in addition to access to service delivery system resources in areas such child protective services, adult protective services, oncology care, trauma informed school wellness centers, and community mental health programs.

Both foundation and advanced generalist students in both programs develop learning plans and are evaluated in field based upon EPAS core competencies that have been translated into behavioral indicators of competence in the Learning Agreement.

Separate Learning Plans, Outcome Evaluations, and a student field practicum are to be developed for Generalist (Foundation Year) students and for Specialized Advanced Generalist (Second year) students, with attention paid to the ways in which specialty and stipend programs interface with student learning needs.
Each semester, core competencies and overall performance (behavioral indicators) of the student will be evaluated by the Field Instructor.

### III. FIELD ROLES AND RESPONSIBILITIES

#### 3.1 Social Work Student

Social work students are adult learners, capable of being--and expected to be--active participants in the field instruction process. Students are expected to assess their baseline practice competencies, to clarify their professional learning needs and objectives, to play an active role in determining the individual ‘right fit’ setting for both of their placements, and to continuously engage in self-assessment and ongoing professional development.

Because Social work students are assigned duties in public agencies that serve vulnerable populations and will, upon graduation, be eligible to perform the full range of entry-level social work services, students in placement are expected to behave in a professional manner at all times. Students are guided by the NASW Code of Ethics, by agency codes of conduct, by the SF State Code of Student Conduct, and by the Academic and Professional Standards for the BASW/MSW Program.

This degree of professionalism, includes, but is not limited to:

- Arriving and leaving according to schedule or notifying the Field Instructor of unforeseen circumstances (studying for a test is not an unforeseen circumstance)
- Following agency policies and procedures, completing required agency forms and assignments fully and on time
- Dressing in accordance with agency standards and professional attire
- Avoiding any dual relationship with clients or staff
- Demonstrating sufficient written and oral skills to comprehend information and communicate ideas and feelings
- Demonstrating the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and field practicum professionals and to fulfill the ethical obligations of the profession
- Recognizing and dealing with current life stressors through the use of appropriate coping mechanisms
- To inform the Field Instructor, faculty liaison, and Field Director about concerns or matters that might jeopardize the learning experience and/or field placement
- To refrain from behavior that interferes with the learning and performance of other students and professionals and to behave in a manner consistent with the NASW Code of Ethics and Title IX of the Educational Amendments of 1972
- To use supervision effectively, (e.g., actively seek feedback on performance and prepare agenda items for meetings with the Field Instructor)
- To engage actively in the evaluation process, seeking ongoing feedback from the Field Instructor and participating in the formal evaluation
- To prepare for weekly conferences with the Field Instructor and bring any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if
possible. If the problems cannot be resolved, the student should contact their assigned Field Liaison

☐ Attend, participate, and complete all required field work, including field practicum hours, field seminar assignments, and field event activities

☐ Seek out resources to better understand cultural dynamics and methods of intervening

☐ Be sure to meet weekly for a minimum of one hour of supervision with the agency Field Instructor

☐ Attend trainings, and other meetings as may be arranged by the MSW and BASW Program

☐ Attend weekly Field Seminars at SFSU with Field Liaison

☐ Practice within the NASW Code of Ethics, the student intern’s scope of practice, and adhere to all pertinent legal requirements (e.g., mandated reporting laws, confidentiality, HIPAA, FERPA)

Throughout the placement period, the student should play a role in defining the agenda for field instruction meetings, including issues that should be discussed, the structure of the meetings, and materials that the student will bring (case records, process notes, planning documents etc.). Engaged and receptive approaches to learning which demonstrate initiative and responsiveness to feedback and direction are expected.

Students must introduce themselves as students or interns to clients and colleagues and should not convey the impression that they already hold degrees, licenses, or are paid employees when this is not the case.

3.2 SFSU Faculty (Field) Liaison

The Faculty Liaison, also referred to as the Field Liaison, must hold an MSW from an accredited program of social work and have a minimum of two years of post-masters practice in a community based agency setting. This faculty member serves as an educational consultant to the Field Instructor.

The Faculty Liaison approves the Learning Agreement for the student, holds regularly scheduled conferences with both the student and Field Instructor, facilitates the Integrative Field Seminar, evaluates the student’s learning, and assigns a grade of credit/no credit. The Faculty Liaison will visit agencies, maintain ongoing communication with the Field Instructor and participate in student and Field Instructor orientations, seminars and other field meetings. The Faculty Liaison reports on student progress to the Field Director and coordinates individual student education issues between the School of Social Work and the field instruction agency.

Field Seminar

As an integral part of the field sequence, all BASW and MSW students are required to attend a weekly field seminar with their field liaison. The purpose of the field seminar is to provide a forum for discussion of practicum experiences, to synthesize and integrate theoretical and practical knowledge obtained from field practicum and SF State coursework, and to link to CSWE core competencies. In addition, attendance and participation is mandatory, and students must be concurrently enrolled in the appropriate section of field (SW 740) and field seminar (SW 741) in both the foundation and advanced years. For BASW students, attendance and participation is mandatory, and students must be concurrently enrolled in the appropriate section of field (SW 502) and field seminar (SW 503) in both the foundation and advanced
years.

3.3 Agency/Field Practicum Setting
Students will only be placed with field agencies screened and approved by the San Francisco State University School of Social Work Field Director. Field agency approval is based upon their ability to provide students with the opportunity to acquire practical professional social work experience through instruction and supervision activities that are reflective of the School’s overall curriculum goal. All agencies must be approved by the Field Director and a Memorandum of Agreement needs to be signed and fully executed by the SFSU Procurement Department before a student begins practicum hours at any placement site.

The following are used to assess the agency’s capacity to provide appropriate field placements:

- Active and collaborative participation in the professional education for social workers. This is a basic requirement involving the acceptance of the NASW Code of Ethics, the School’s mission, objectives, and program curriculum, as well as a readiness to invest in the social work education process.

- Capacity to designate an agency professional to serve as Field Instructor (see Roles and Responsibilities section) who holds an MSW when working with graduate students or a BASW when working with undergraduate students. Agency Field Instructors should assess their workload in order to assure adequate time to meet student needs. Thus, agencies considering becoming a field placement site should assess very carefully their ability to assume the obligations involved and advantages derived from the venture.

Other agency expectations include:

- A commitment to high educational standards as reflected by the Council on Social Work Education.

- The overall responsibility for the development of the agency’s participation in this social work educational joint venture should rest with the agency’s Executive Director or senior staff member.

- Learning experience with individuals, families, groups, agency administration, organizations, and communities (as indicated by the Learning Agreement) must be made available by the agency.

- The agency will be expected to assure the availability of records prepared by students for learning instruction and evaluation at the School, subject to professional safeguards.

- Physical facilities necessary to accommodate students will be provided by the agency. When possible, these will include desk space, a meeting room for individual supervision, facilities for private interviewing, tutorial instruction, resources necessary for home visits, provisions for essential clerical services, compliance with the Americans with Disabilities Act.

- All technology (computer, cell phone, etc) the student will need to complete tasks within their placement will be supplied by the agency. Only in special circumstances will the Field Director approve sites that require students to use personal technology to complete
tasks. The Field Director must be told in advance of any requirement for students to use their own technology for a field placement.

3.4 Field Instructor
The relationship between student and Field Instructor is central to the field instruction process. Field Instructors must support, yet challenge, guide, yet allow students to find their own way, share accepted practice wisdom and yet approach current practice critically, and teach, yet also be willing to learn with and from students. In these ways, Field Instructors model the characteristics and relational processes of the sort of practitioners they hope their students will become.

Supervision
Regularly scheduled, individual, in-person, one-hour weekly conferences with the Field Instructor are a required part of the field practicum program. These meetings must be documented. The conference is a mutually interactive process between the Field Instructor and the student. It is used to assess learning activities, including integration and generalization of concepts from the classroom to the field experiences, and to resolve problems. The supervisory conference provides an opportunity for the Field Instructor to give ongoing feedback concerning the student's performance in relation to practicum goals. It will assist students in identifying performance strengths and weaknesses, discussing case issues/dynamics and evaluating progress toward achieving goals identified in the Learning Agreement. Field Instructors may utilize process recordings, case histories, and presentations to explore case dynamics, client-student interaction, and systematic thinking. If there are any difficulties in maintaining regularly scheduled supervision, this should be immediately brought to the attention of the Field Liaison. While other learning opportunities are encouraged, such as attending trainings, workshops, lectures, conferences, etc., these cannot substitute for one hour of weekly individual or combination of individual, and group supervision sessions.

The specific roles that Field Instructors are expected to perform include the following:

I. Help students integrate classroom/conceptual and field/practical learning:
   a. Understand and support the goals of field education, i.e., the application, refinement and integration of social work values, knowledge and skills through thoughtfully examined social work practice experience.
   b. Understand and apply key concepts of experiential teaching and learning (learning by doing and reflecting) in enacting the Field Instructor role.
   c. View students as adult learners, encouraging mutual learning, open discussion of professional issues, exploration of differences and constructive problem solving.
   d. Be familiar with and support the School's curriculum and educational mission of service to underserved and oppressed clients through the publicly-supported social services;
   e. Use placement selection interviews to help the agency and potential students make sound educational decisions about placement.
   f. Identify learning tasks in the placement that will permit students to achieve the skill objectives of the foundation and advanced curricula.

II. Create and Maintain the Learning Environment
   a. Seek and make use of opportunities for student learning throughout the agency and in the community.
   b. Ensure that the agency is prepared to meet students’ resource and support needs.
   c. Orient other agency personnel including managers, clerical staff, colleagues and secondary supervisors to their roles in the field instruction process.
d. Be mindful of safety issues and work as an advocate, teacher and advisor to reduce the risks of harm to students within the agency and surrounding community.

III. Orient, Engagement, Assess, and Create an Educational Plan
   a. Provide students with a comprehensive orientation to the formal and informal structures of the agency in its professional and community context.
   b. Conduct an educational assessment with students to mutually determine students’ strengths, learning needs and appropriate tasks for the Learning Agreement.
   c. Recognize and respond constructively to adjustment issues of new interns.

IV. Teach Practice Competencies
   a. Emphasize students’ process of achieving learning objectives in structured weekly field instruction meetings.
   b. Address students’ personal, emotional/psychological issues that affect practice, in a manner consistent with the Field Instructor’s education role.
   c. Select learning tasks with a level of challenge appropriate to a given student’s ability and readiness.
   d. Sequence learning tasks to progressively increase students’ autonomy, responsibility, and competence.
   e. Provide opportunities for students to directly observe skilled social workers performing professional tasks.
   f. Use a variety of instructional techniques based on an assessment of the students’ learning needs and style including direct observation, audio and videotaping, role playing, and co-practice (working together with clients or on administrative projects).
   g. Model and teach skills of agency-based and community-based practice such as addressing policy problems and working with community groups.
   h. Critically and constructively explore with students issues of diversity and discrimination in social work and social welfare, including race, religion, ethnicity, class, gender, gender identity, sexuality, disability and age.
   i. Model and teach cultural humility in their social work practice.
   j. Ensure that students work with diverse groups of clients, colleagues and/or community members, and help students to explore their approach and response to a diverse range of people and populations.
   k. Help students to identify and resolve ethical and legal practice questions employing the NASW Code of Ethics and other pertinent ethical and legal frameworks.

V. Evaluate Student Performance
Evaluate the student using multiple modalities in addition to student self-report; additional modalities include directly observing the student perform duties or tasks (required), reviewing reports or documentation, collecting feedback from colleagues who have worked with or directly observed the student, and/or collecting feedback from clients and/or agency partners;
   a. Provide students ongoing constructive feedback, both positive and negative, using clear behavioral examples.
   b. Assist students in realistically and fully evaluating their own work.
   c. Work constructively with students to address performance deficits.
   d. Collaborate with the School to enhance student learning and solve problems that might arise in the placement.
   e. Use the formal process and the identified competencies to reinforce appropriate professional standards.
   f. Submit timely, thorough, and behaviorally based written appraisals of students that accurately identify strengths and achievements and point toward the next level of expected competency development.

VI. Model Professional Behavior and Commitment
a. Support the application of research skills to the development of effective social work practice.
b. Use and encourage students to make use of the professional literature.
c. Model active interest in social and professional issues.
d. Model professional and ethical decision-making processes, coping strategies, and behaviors in response to complex clinical and organizational factors.

Field Instructor Ethics
The National Association of Social Workers (NASW) Code of Ethics identifies four ethical responsibilities of Field Instructors. Section 3.02 of the Code states:

a. “Social workers who function as educators, Field Instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available to the profession.
b. Social workers who function as educators or Field Instructors for students should evaluate students’ performance in a manner that is fair and respectful.
c. Social workers who function as educators or Field Instructors for students should take reasonable steps to ensure that clients are routinely informed when services are provided by students.
d. Social workers who function as educators or Field Instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.”

Field Instructors also need to be aware that the assignment of student grades depends on the field faculty receiving required learning agreements and evaluations on time. Please follow the due dates indicated in the field calendar and alert your Field Liaison if there is to be a delay. Field Instructors who have not provided adequate or timely completion of learning agreements and evaluations may jeopardize their good standing.

All Field Instructors are required to attend our Field Instructor orientation. If, for some reason, the Field Instructor cannot attend the field orientation, the Field Director will assume the task of ensuring the Field Instructor receives the recorded orientation for the instructor to view. It will be the responsibility of the Field Instructor to view the training video prior to the first day of field instruction with the student.

Field Instructors are to partner with the student for the professional development of the whole student. When questions arise about a students mastery of social work practices, such situations present important moments for supervision. School faculty should be called upon to collaborate in exploring pathways for students next steps in their social work practice career development. The field faculty and the School stand ready to work closely with Field Instructors to identify and appropriately address areas where students are in need of further development.

Specific Field Instructor Guidelines
The Field Instructors must have an MSW degree to supervise an MSW student. In addition, the Field Instructor should have at least two years post-MSW experience, one year experience in the field placement setting and have completed (or plan to complete within one year of providing field instruction) the Field Instructor Orientation training.

To supervise a BASW student, the Field Instructor must have, at minimum, a BASW. They
must also have one year of experience in the field placement setting and have completed the Field Instructor Orientation, if they are new to student supervision.

To ensure the highest quality field experience for our students, it is expected that the Field Instructors will:

1. Complete the required orientation training, including a review of the School's curriculum;

2. Develop a clear learning contract with the student concerning performance expectations. These expectations must be stated in terms of behavioral learning goals, methods of achievement, and standard of measurement through using the Learning Agreement;

3. Provide at least one hour a week for in-person, individual supervision with the student or a combination of individual and group supervision that combined totals at least one and one-half hour per week. Group supervision alone cannot be a substitute for a full hour of weekly individual supervision.

4. Provide feedback to the student concerning their performance in writing on an ongoing basis, including completing the end of semester student evaluation each semester.

5. If the Field Instructor has any concern about any aspect of the student’s performance, professionalism, adherence to the NASW Code of Ethics, the following should occur:
   - Immediately notify the assigned Field Liaison to discuss concerns and assist in a plan of correction
   - Make available or develop specific practice opportunities that will enable the student to fulfill the expectations of the Learning Agreement
   - Inform both student and Faculty Liaison about any unusual opportunities, conditions, or problems at the earliest possible convenience; evaluate student progress on an ongoing basis; and involve the student in the preparation of these evaluations

FIELD INSTRUCTOR ORIENTATION TRAINING PROGRAM AND COMMUNICATION

Field Instructor Orientation
The Field Instructor Orientation Training is designed to establish a uniform set of expectations for Field Instructors in the roles and responsibilities of the field practicum. The requirements are:

1. As of June, 2020: All agency social workers who serve as Field Instructors are asked to attend the field orientation before supervising any SF State social work student (BASW or MSW) or view the Field training video before the first day of field instruction.

2. Field Instructors who have not attended the orientation training within the past 5 years or
have not worked with a SF State School of Social Work student within the past 5 year are asked to complete the Field Instructor Orientation again to ensure they are trained in the school’s current curriculum, changes in the field program and overall trends in field instruction;

3. Training and certification by other Schools or Schools of Social Work at other universities meet this requirement (e.g., reciprocity is granted by most in the Bay Area)

4. Preceptors that play a major role in the training of graduate social work students should also complete Field Instructor Orientation. Other agency officials with interests in graduate social work education are also welcome to attend.

**Orientation Checklist for Field Instructors**
The Orientation Checklist is a very useful tool to help both the Field Instructor and student intern learn about the agency, its policies and procedures, expectations, as well as those of the Field Instructor. It also helps to add clarity and avoid misunderstandings between the student interns, agency, Field Instructor, and Field Liaison. A conversation about this checklist during supervision during the first few weeks of field placement can also reduce anxiety in the student intern.

*We ask that the following checklist be reviewed by both student and Field Instructor, during the student’s first day on site at the internship:*

- Orient student to the following logistical information: parking, layout of building/site, lunch and break times, dress requirements, policy re: expense reimbursement, holidays, requirements to sign in/out, instructions on phone use, security precautions, etc.

- Insurance coverage requirements and risk management procedures.

- Describe what the agency does and does not do. Provide a brief history and describe funding sources. Explain the types of people served and their primary needs. Review staffing patterns and explain their respective roles. Talk about the kinds of activities carried out by social workers and describe what a staff member might do on an “average day.”

- Discuss any outstanding health or background checks.

- Provide an organizational chart of the agency and the unit/program where the student is placed.

- Review the NASW Code of Ethics with your student.

- Introduce the student to clerical and receptionist staff so they know the student by name and face.

- Review with the student the role, responsibilities and requirements of a Field Instructor.
☐ Acquaint student with agency clerical and recordkeeping system(s). Show where records are kept and explain the filing system. Explain necessary clerical procedures: filing notes, mail, email and message system.

☐ Address student use of cell phone with clients, with staff (i.e. texting) etc.

☐ Explain your need to document supervision.

☐ Explain procedures for compiling agency required statistical reports. It is advisable to give these in writing, along with examples or forms.

☐ Explain specific recording requirements of the agency and ensure student has access to computerized charting training, as appropriate. Provide copies of/access to outlines for intakes, transfers, closings, social histories and all other required reports. Share examples of recordings in actual case records.

☐ Explain how the student is to identify themselves in agency records, written reports, correspondence and oral contacts with clients.

☐ Arrange for key supervisory and administrative personnel to meet with the students.

☐ Explain the importance of assiduous supervision in relationship to risk management.

☐ Review agency safety practices re: home visits, dangerous/crisis behaviors and protocols. Discuss that students cannot work in the agency at times when and/or in areas where other staff are not present; students cannot distribute or handle medication, or take clinical responsibility for clients with high risk behaviors, including behaviors of suicide, when the student does not have the requisite time, skills, knowledge or supports to manage such clients. Review that students should not be driving alone with clients who have a history violence toward staff or other recent violent behavior. Discuss that students should not drive clients in their private car, and review appropriate use of cell phone and texting in the workplace.

☐ Explain specific confidentiality requirements of the agency, i.e. consent to release information forms, guidelines for presenting information in the classroom. Be sure the student understands mandated reporting requirements.

☐ Explain where student can find private interviewing area when needed and appropriate to the student’s role, skills and training level. Make sure you have the student disclose their internship status with their clients.

☐ Explain your sexual harassment policies, and any policies pertaining crises or other emergencies.

☐ Discuss professional boundaries with students’ relationships with other agency, staff, clients and collaterals. Explain that you, as a Field Instructor, are responsible for setting and maintaining appropriate boundaries.
3.5 Task Supervisor/Preceptor
While the Field Instructor has overall responsibility for the student's instruction in the placement setting, a preceptor may provide additional instruction or supervision. The preceptor is an agency employee, who is a secondary source of information and guidance, for example, for a specific service assignment, or to provide day-to-day administrative supervision.

The preceptor may be, but does not have to be, an agency administrator or supervisor. In agencies where the preceptor is in an administrative position (often a director or supervisor), they may oversee cases and activities assigned to the student and may monitor the student administratively in terms of agency policies and documentation. However, the preceptor needs to have direct communication with Field Instructor to determine case assignments and learning activities to ensure assignments are appropriate to student learning and university requirements.

The preceptor is considered enrichment to field education, but does not substitute for a Field Instructor and the minimum one hour of individual weekly supervision/instruction. In agencies where a preceptor is administratively overseeing cases and activities of a student, the Field Director or designated Program Field Coordinator needs to be informed of the internship structure and plan. It is recommended that the preceptor attend the Field Instructor Orientation training.

3.6 Field Director
The Field Director has responsibility for the administration of the field practicum including the maintenance of effective working relationships among agencies, students, Field Liaisons, and field coordinators. It is the Field Director's job to ensure that there are sufficient practicum settings appropriate to meet student needs and program standards. Further, the Field Director is responsible to arrange for the placement of students in practicum settings complementary with their interests and learning needs. The Field Director works with the Title IV-E Child Welfare Training Program Coordinator and the BASW and MSW Program Coordinators. The Field Director has the ultimate responsibility for the overall functioning of field and resolving field-related problems.

3.7 Title IV-E Child Welfare Training Project Coordinator
The Title IV-E Program Coordinator works directly with the Field Director. They are responsible for the maintenance of effective working relationships among agencies, students and Field Liaisons, and for working with the Field Director in the development of field practicum curricula for second year Title IV-E students. In addition to managing stipend disbursements and, when necessary, the repayment process, it is also their job to support the availability of sufficient practicum settings appropriate to meet student needs and program standards, for a specialization year placement in a county child welfare agency. Together with the Child Welfare Bay Area Collaborative which consists of Title IV-E Project Coordinators from sister schools: UC Berkeley, CSU East Bay and San Jose State University and representatives from the eleven Bay Area county child welfare agencies, the SFSU Title IV-E Project Coordinator coordinates the interviews, matching and placement of second year students in practicum settings in a manner that ensures a timely, orderly and fair process.

3.8 Non-MSW Supervisor
In those rare cases in which an agency meets all criteria for a placement agency except the presence of an ‘on-site’ MSW Field Instructor, the Field Director may approve day-to-day
supervision by a non-MSW supervisor. However, the agency must provide for a qualified MSW Field Instructor, who meets weekly with the student for the regularly scheduled one-hour individual supervision to provide the social work perspective; however, the non-MSW Supervisor will retain responsibility for the student’s overall practicum experience and evaluation. In clinical settings, a clear line of responsibilities for clients’ welfare is essential (e.g. during the student’s absence or if malpractice is alleged). The Field Instructor must meet all criteria for selection of Field Instructors.

In rare cases, a San Francisco State University staff member is designated to provide Field Instruction for a student. In such a case, staff hired through SF State agrees to provide the social work perspective BUT the agency will RETAIN responsibility for supervision and oversight for all student activities and cases.
IV. THE FIELD PROGRAM PURPOSE, STRUCTURE AND SETTING REQUIREMENTS

4.1 Purpose
Field Work plays a pivotal role in the BASW / MSW curriculum. It offers the opportunity to apply, refine, and integrate conceptual based knowledge acquired in the classroom with real life experiences in social agencies.

Field Work at the SF State School of Social Work consists of three components: 1) field practicum, 2) field events, and 3) field seminar. Through field work, field events and field seminar students will be able to demonstrate knowledge and level of competence necessary to enter professional practice. The field experience and classroom should be mutually reinforcing in all curricular areas: research, human behavior, social policy, and practice with individuals, groups, organizations and community.

4.2 Structure
Placement Concurrent with Classes
MSW students:
Each student has one placement for foundation year and one placement for advanced year. Field experiences are designed to build upon one another in developing a competent practitioner. They are also intended to give the student an opportunity to learn about more than one agency’s organization and culture and therefore gain a more comprehensive perspective of social work practice.

BASW students:
During their senior year in the BASW program, each student is required to choose an internship which allows them to familiarize themselves with the social work generalist practice.

Student Involvement in Placement Choice
San Francisco State University student field placements are student directed and university supported. In the MSW Program, the Field Director meets with each student to discuss their background as well as their career goals and areas of interest. Emphasis is placed upon exposing students to a well-rounded internship experience over the two years. Following this meeting that includes a thorough review of the students’ resume and student ranked areas of interest, the Field Director offers agency suggestions that can be a good match, with specialized attention also paid to students who may wish to, or have already been accepted into, one of the stipend or credential programs to ensure that placements meet specialized requirements. Students are asked to complete at least three interviews to explore viable options and alternatives. Once a student has received an offer for a placement, they confer with the Field Director, who takes into consideration the student’s interest, their learning needs and agency availability. Students who are receiving grant-funded support are limited to placements available for the specialization they have chosen. (See ‘FIELD PRACTICUM; PLACEMENT PROCESS AND REQUIREMENTS’ for more detailed information).

In the BASW program, the Field Coordinator meets with each student to discuss their background as well as their career goals and areas of interest. Following this meeting that includes a thorough review of the students’ resume and student ranked areas of interest, the Field Coordinator offers agency suggestions that can be a good match. Students are asked to complete at least three interviews to explore viable options and alternatives. Once a student has
received an offer for a placement, they confer with the Field Coordinator, who takes into consideration the student’s interests, their learning needs and agency availability.

4.3 Policy and Procedure for the Use of Employment Setting for Practicum
It is possible for a student to obtain a placement at an agency where they currently work, providing that the educational experience includes substantial “new learning” in the areas of knowledge, values and skills. The student’s regular work may not be considered a field practicum unless all requirements for this rare exception are met.

Approval of the use of an employment setting as a field placement is dependent upon the ability of the agency to safeguard the student’s learning needs. This means that a different supervisor in a different unit would supervise field work with different clients than are part of the student’s regular work assignment.

Students requesting a field practicum at a current job site must meet with the Field Director to discuss their request. Further, the student’s current employer/supervisor must prepare a letter on agency letterhead addressed to the Field Director which stipulates how the student’s internship duties will substantially differ in expectation and supervisory lines to that of their paid employment. The proposal will be reviewed by the Field Director who will decide the outcome of the proposal. Criteria for consideration includes (but is not limited to):

1. There must be an MSW employed at the work site who is NOT the employment supervisor who is willing and able to be a Field Instructor. For BASW interns, there must be a BASW employed at the work site who is NOT the employment supervisor who is willing and able to be a Field Instructor.

2. The Field Instructor cannot have any authority over the student's employment status.

3. The field instruction tasks/assignments must be different from the employment tasks AND must be in accordance with both the general educational criteria of the School of Social Work and those appropriate to the student’s chosen educational goals.

4. Job conversions and job-related placements must be approved in writing by the agency and the Field Director.

5. The request for job conversion or job-related placement must be discussed prior to the Placement Interview with the Field Director to allow for time to explore the viability of this option. Documentation to support request must be submitted during the Placement Interview.

Any alternative arrangements must be reviewed and approved by the Field Director.

4.4 Procedures and Requirements for Job Conversions (MSW only)
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.

Procedures and requirements are as follows:

- 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.

**4.5 Policy on the Use of the Same Agency for Both Years of Practicum (MSW only)**

Field experiences are designed to build upon one another in developing a competent practitioner. A competent practitioner has the ability to demonstrate social work practice skills in both direct and indirect practice in a variety of diverse agency settings. In order to maximize student learning students are placed in two different agencies. However, in unusual circumstances, an exception to the “two agency” rule may be approved. For example, if there are limited placement options in a geographical area, the agency is large and diverse and can provide two unique experiences and a different Field Instructor each year, an exception may be considered. An exception must be approved in advance by the Field Director.
4.6 The Relationship Between Field and Academic Standing
MSW students
Failure to remain in good academic standing may compromise the right to continue in a field practicum even if the student is progressing normally or better there. Should a student’s grade point average fall below a 3.0, should a student fail a required foundation or concentration-based course, or should a student receive two or more Incomplete (I) grades in any one semester, field placement may either be not initiated and/or suspended until all academic concerns are resolved. If a student is suspended from placement, we cannot guarantee that they will be able to return to that same placement.

Students must be in good academic standing to advance to second year field practicum. Similarly, students must be in good field standing to advance to second year academic courses. Failure to progress normatively in either the field education or academic portion of the MSW program may lead to academic probation, and if not resolved within a semester, dismissal.

BSW students
All of the following requirements establish eligibility to apply for a social work internship/field work in the BASW program:

- Second-year written composition, psychology, sociology, biology, and macroeconomics, (pre-social work) with a C or better;
- General Education Areas A, B, C, & D (starting in Fall 2014) courses completed or General Education Segments I & II (pre-fall 2014) courses completed with a C or better;
- 24 units of required social work courses: (SW 300, 301, 302, 352, 400, 401, 402, 410, 470), each course with a C grade or better.

These requirements must be substantiated in writing prior to a student engaging in the field placement process.

Once in a field placement, failure to remain in good academic standing may compromise the right to continue in a field practicum even if the student is progressing normally or better there. Should a student’s social work grade point average fall below a 3.0, should a student fail a required foundation or concentration-based course, or should a student receive two or more Incomplete (I) grades in any one semester, field placement may either be not initiated and/or suspended until all academic concerns are resolved. If a student is suspended from placement, we cannot guarantee that they will be able to return to that same placement.

Failure to progress normatively in either the field education or academic portion of the BASW program may lead to academic probation, and if not resolved within a semester, dismissal.

V. FIELD WORK AGENCY: PROCESS AND REQUIREMENTS

5.1 Process for Placement Site Selection
Selecting Field Settings Field placements are selected from social service agencies throughout the region and are approved on the basis of the quality of their professional practice and acceptance of collaborative participation in professional social work education and ability to provide the experiences that are specified in the Learning Agreement. This basic requirement involves the acceptance of the NASW Code of Ethics and the program’s mission, objective, and curriculum, as well as a readiness to invest in the social work education process and meeting
the minimum qualifications. The criteria for selecting agencies centers on the agency’s ability to provide students the opportunity to acquire practical professional experience through instruction and supervised activities reflective of the School’s overall curriculum goal. The following steps are used to assess the agency’s capacity to provide appropriate field placements:

1. First Level Assessment
   If a potential field site contacts any SF State School of Social Work field faculty or staff and if field staff is interested in partnering with a specific field site, initial contact is made via email or telephone. Once interest is established the following forms will be provided to begin the vetting process:
   
   - Agency Application Form (must be completed and submitted)
   - Field Instructor (FI) Information Form (Form must be completed & submitted by each potential FI)
   - Field Instructor resume must be sent in with Field Instructor Form
   - Initial Affiliation Agreement Information (for review)

   Once forms are received, the Field Director continues the vetting process by reviewing the submitted forms for appropriateness of agency and FI Training criteria. Once vetted and found to be suitable, Field Director will set an appointment with the agency for a face to face site visit.

2. On-Site Visit
   An on-site visit will be completed by the Field Director or designee. The Field Director or designee will visit the agency to further assess its potential for MSW student placements, which will be done through discussion with agency staff and examination of agency documents regarding the services it provides. Factors included in the assessment are: whether the agency has capacity and potential for providing adequate setting experience, resources and learning opportunities appropriate to the MSW and/or BASW Program, supervision and instruction to ensure a quality field practicum experience, Field Instructors that meet School criteria, and whether the School can respond to agency interests and needs in a reciprocal fashion.

   Other agency expectations include:
   
   - A commitment to high educational standards as reflected by the Council on Social Work Education.
   - The overall responsibility for the development of the agency’s participation in this social work educational joint venture should rest with the agencies Executive Director or senior staff member
   
   - Learning experience with individuals, families, groups, agency administration and communities (as indicated by the Learning Agreement) must be made available by the agency
   
   - The agency will be expected to assure the availability of records prepared by students for learning instruction and evaluation at the School, subject to professional safeguards
   
   - Physical facilities necessary to accommodate students will be provided by the agency. When possible, these will include desk space, a meeting room for seminar instruction where indicated, facilities for private interviewing, tutorial instruction, resources necessary for home visits, provisions for essential clerical
services, and compliance with the Americans with Disabilities Act

3. Approval
Upon completion of the field site visit, the Field Director and/or designee will discuss outcome of the visit with the field team. If the agency, Field Director and field team agree that the agency is a strong fit for program, Field Director will initiate Affiliation Agreement/Memorandum of Agreement with SFSU Procurement Office who will, in turn, initiate an agreement/contract with the agency. Once the Affiliation Agreement/Contract has been signed by all required parties, Field Director or Designee will add to the Field Directory, to indicate an active and approved field site. The agency will be notified in writing of approval by receipt of the university/agency agreement form signed by the university contract officer and by the agency director or designated agency representative.
VI. PLACEMENT SELECTION PROCESS, REQUIRED FIELD PRACTICUM COMPONENTS

This section of the manual covers the process for selecting the student’s field site and the required components of field: 1) Pre-Field Orientation, 2) Field Seminar, 3) the Learning Agreement, 4) Supervision

Participation in each of the required components is essential to achieving the goals of the field program. Students should be familiar with all the required components of field and plan to participate in each. The components of field are intended to provide orientation through the experience, to provide guidance in shaping the experience to the particular student and agency while meeting MSW and/or BSW program goals, and to provide the supervision and evaluation necessary for achieving and assessing desired behaviors consistent with the nine competencies.

6.1 Field Internships Application and Interview Process

No student is to independently contact an agency for placement prior to meeting with the Field Director. There are many variables involved in the placement process, which a student may not be aware of, nor understand. If a student is interested in an agency that is not currently an approved placement site, the student can discuss their interest with the Field Director and provide agency information. However, the student is not to contact the agency directly to arrange for a placement.

MSW Internship Application Process

1. Once a student has applied and been accepted into the MSW program, the Field Director will send an email to the student requesting an in-person interview. In this email will be a link to the Field Directory. The Field Directory has information on all current field placements.

2. Before meeting with the Field Director, students complete a Field Education Information Form (800-B), which includes a review of available placement sites and identifying their top 3-5 agencies, prior to meeting with the Field Instructor.

3. On the basis of student interests, learning needs, agency resources, and in some cases personal circumstances, the Field Director will meet with the student to discuss placement options and a two-year field plan.

   a. Title IV-E students have additional requirements to consider when being placed, as they have specific field requirements to fulfill in both years.

   In the first year, Title IV-E students are placed in a setting outside of a child welfare agency whose clients are children and families who would have been eligible for AFDC prior to TANF and who are receiving child welfare-related services.

   b. Note: The first year field placement process is intended to expose students to an area of practice/population they have not been exposed to and/or have no experience. The second year internship is intended to be in a practice setting
that aligns with the student’s specialization, area of interest and possible research interests.

4. After the Field Director has met with the student, discussed placement options and a general, two-year field plan, the two identify 2-3 placement sites that best meet the student’s needs for a first year placement, and review the student’s application materials (i.e. resume, cover letter).

5. Student/Field Instructor Interview: the student is instructed to email the appropriate agency official (usually the Field Instructor) for an interview for each of the agencies on their list. The purpose of the interview is to determine if the placement is acceptable to the student and the student is acceptable to the prospective Field Instructor and any other interested agency official. The student is instructed to take their current resume to the interview and to attempt to secure an internship with the agency. Given the limited number of field placements, and the recent additional new distance-learning social work programs, agency availability has become much more limited and competitive. Timely execution of steps is therefore strongly encouraged.

6. Placement Confirmation: if one of the selected agencies is an acceptable placement to all parties involved, the student confirms their final choice with the Field Director and agency. Students should not confirm placements until all interviews are complete. It is considered unprofessional to accept one placement, and continue interviewing elsewhere, or to accept a placement, and then change one’s mind. Once placement is secured, the student will follow up with the Field Instructor to request completions and signatures on the Placement Contract and Non-Discriminatory Agreement. Pre-internship requirements (i.e., Live Scan, TB tests, etc.) should be articulated on the Placement Contract. **Important note: a placement is not considered final until the Field Placement Contract and Non-discriminatory agreement has been signed by all parties: Field Instructor, student and Field Director.**

**Additional Interviews**

On rare occasions, a desired placement may not be available or acceptable to either the student or the Field Instructor. In this situation, the student will report back to the Field Director. Feedback from the previous interview(s) will be discussed with the student.

If necessary, the student will receive coaching on how to perform in an interview or be offered a mock interview prior to being referred for a second interview. However, being referred to a second round of agencies will be based upon the Field Director determining that the student has the necessary skills, temperament, maturation and readiness to be successful in their field work.

While the School of Social Work attempts to secure appropriate internships for all students, in accordance with the placement procedures listed above, it does not guarantee that all students will be successful in placement interviews. Students who are denied a placement by two agencies with whom they secured an interview, or students who refuse to accept two agency offers, or who choose to refuse an interview with an agency arranged by the Field Director will be required to meet with the Field Director.
The Field Director will refer the student to meet with a committee comprised of the Field Director, Director of the School of Social Work, the student’s Academic Advisor and the MSW Program Coordinator to discuss barriers to field placement. This committee may elect to indefinitely terminate the field practicum privileges, due to being unsuccessful in securing a placement after completing two rounds of interviews, with particular attention paid to the NASW Code of Ethics and, specifically, to:

- Basic Abilities Necessary to Acquire Professional Skills
- Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice
- Professional Performance Skills Necessary for Work with Clients and Professional Practice

6.2 MSW Advanced Year Field Internships Application and Interview Process

Internship Application Process (for all but Second Year Title IV-E Students):
The second year internship is intended to be in a practice setting that aligns with the student’s specialization, area of interest and possible research interests.

SFSU works collaboratively with other brick-and-mortar Schools of Social Work in the immediate Bay Area to time our field placement search. The idea with this is to be fair to all students in the area who may be competing for similar placements. SFSU students are expected to follow timing guidelines as posted. The following is a general overview that is subject to changes/added specificity in a given year by the Field Director.

**Second Year Field Placement Timing Overview (note: may vary slightly by year)**

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research placement options, prepare application materials, meet with Field Director to review materials and discuss the top 3 sites you'd like to apply to.</td>
<td><strong>Late January-mid-February</strong></td>
</tr>
<tr>
<td>Attend meeting with current cohort of second year MSWs to learn about their internship experiences.</td>
<td><strong>End of January during seminar time, if possible</strong></td>
</tr>
<tr>
<td>Submit application materials and participate in interviews as invited.*</td>
<td><strong>Mid-February-end of March</strong></td>
</tr>
<tr>
<td>*If agencies have earlier deadlines, advise Field Director via email before you apply.</td>
<td></td>
</tr>
<tr>
<td>Finalize placement offer. <em>Remember: a signed placement contract and non-discriminatory agreement are required to consider the placement secured.</em></td>
<td><strong>Mid-April is target</strong></td>
</tr>
</tbody>
</table>

Note: IBH Stipend recipients have additional requirements to consider for their second year placements. These stipends will not be awarded until after the internship search, and placements for both of these stipends are highly competitive. As such, students should be mindful of stipends that interest them, and guide their search accordingly.
a. IBH stipend recipients must be placed in a Federally Qualified Health Center, or another site with demonstrable integration between primary care and behavioral health, either through intensive collaboration, co-location or other means as stipulated in the contract.

6.3 Title IV-E Student Placement Process for second year CPS internships
Over the winter break in the student’s first year, usually during the second week of January, all Title IV-E students from the local Bay Area schools: SFSU, UC Berkeley, CSU East Bay and SJSU meet together with field representatives from each of the eleven Bay Area county child welfare offices for “the Parade of Counties.” The location for this event rotates each year, and is hosted by one of the aforementioned schools. This event is an opportunity for students to learn about the field placement opportunities available for Title IV-E students in each of the eleven counties. Each county gives a presentation about their county and the specific features of their intern program, followed by a meet and greet where students can go up to individual county staff to meet and ask more detailed questions. Following this event, students are asked to give their top three choices for field placement settings. Each of the four Bay Area schools will meet together with the county representatives to arrange interviews, usually with the students’ top two choices. Once interviews are complete, the county representatives will inform the schools which, if any of their students will be offered a placement. If students match at both of their top choices, the Title IV-E Project coordinators will decide where to place a given student in light of 1) the ranked choices of the other students in the process and 2) the available number of slots for interns with each county. Significant effort is made to place each student in one of their top two choices, and in most cases, this is possible. In some cases, however, it is not.

Students will receive notification from their Title IV-E Program Coordinator as to where they will be placed the following year. Because of the intricate nature of this placement process, and the finite number of available placements Title IV-E appropriate settings, students are expected to accept their assigned placement. It is therefore not possible to “swap” placements with another student, or to change one’s ranked order of preferences once the interviews have started and a placement offer is made.

Additional Interviews
On rare occasions, a student is not selected by either of their top two choices for placement. In this situation, the student will report back to the Title IV-E Program Coordinator and the Field Director to discuss feedback from the previous interviews.

If necessary, the student will receive coaching on how to perform in an interview or be offered a mock interview prior to being referred for a third and/or fourth interview. It should be noted that being referred to a second round of interviews will be based upon the Title IV-E Program Coordinator and Field Director jointly determining that the student has the necessary skills, temperament, maturation and readiness to be successful in their field work.

If the Title IV-E Program Coordinator and Field Director review attempts made to secure a placement and determine that the student is not ready or inappropriate for field work, the student will not be referred for a second round of interviews. It should be noted that without a field placement, a student cannot graduate from the MSW program and they cannot complete the terms of their Title IV-E stipend contract.

While the School of Social Work attempts to secure appropriate internships for all students, in
accordance with the placement procedures listed above, it does not guarantee that all students will be successful in placement interviews. Students who are denied a placement by four agencies, or students who refuse to accept two agency offers, or who choose to refuse an interview with an agency arranged by the Field Director will be required to meet with the Field Director.

The Field Director will refer the student to meet with a committee comprised of the Field Director, Director of the School of Social Work, the student’s Academic Advisor and the MSW Program Coordinator to discuss barriers to field placement. This committee may elect to indefinitely terminate the field practicum privileges, due to being unsuccessful in securing a placement after completing two rounds of interviews, with particular attention paid to the NASW Code of Ethics and, specifically, to:

- Basic Abilities Necessary to Acquire Professional Skills
- Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice
- Professional Performance Skills Necessary for Work with Clients and Professional Practice

**BASW Internship Application Process**

1. In the spring of their junior year, students meet with the appropriate academic advising personnel to Complete their Field Experience Eligibility Form. Once signed off, students will reach out to the Field Director to request an in-person interview.

2. BASW students will attend field readiness events, which focus on a) professional presentation in writing, dress and b) personal readiness for a field internship- mental and physical health, focus on interpersonal boundaries, appropriate levels of self-care.

3. Students complete a Field Education Information Form (800-A), which includes a review of available placement sites and identifying their top 3-5 agencies, and bring this form, together with their completed/signed Field Experience Eligibility Form to their meeting with the Field Director.

4. On the basis of student interests, learning needs, agency resources, and in some cases personal circumstances, the Field Director will meet with the student to discuss placement options.

5. After the **Field Coordinator** has met with the student, discussed placement options and a general, two-year field plan, the two identify 2-3 placement sites that best meet the student’s needs for a first year placement, and review the student’s application materials (i.e. resume, cover letter).

6. Student/Field Instructor Interview: the student is instructed to call the appropriate agency official (usually the Field Instructor) for an interview for each of the agencies on their list. The purpose of the interview is to determine if the placement is acceptable to the student and the student is acceptable to the prospective Field Instructor and any other interested agency official. The student is instructed to take their current resume to the interview and to attempt to secure an internship with agency. Given the limited number of field placements for BASW students, agency availability has become much more limited and competitive. Timely execution of steps is therefore strongly encouraged.
7. Placement Confirmation: If one of the selected agencies is an acceptable placement to all parties involved, the student confirms their final choice with the Field Director and agency. Students should not confirm placements until all interviews are complete. It is considered unprofessional to accept one placement, and continue interviewing elsewhere, or to accept a placement, and then change one’s mind. Once placement is secured, the student will follow up with the Field Instructor to request completions and signatures on the Placement Contract and Non-Discriminatory Agreement. Pre-internship requirements (i.e., Live Scan, TB tests, etc.) should be articulated on the Placement Contract. **Important note: a placement is not considered final until the Placement Contract has been signed by all parties: Field Instructor, student and Field Director.**

6.4 Other Barriers to Placement
If the student’s employment, and/or other competing factors in their person lives, impair or prevent them from securing field placement, the process of pursuing placement will be stopped, and the student will be referred to the Field Director for review. The decision to stop the internship referral process is at the sole discretion of the Field Director. Further, the student will not be allowed to sign up for the field work sequence (SW741).

6.5 Learning Agreement
At the beginning of the academic year, the student and the Field Instructor, in consultation Field Liaison, develop a learning plan structured by the Learning Agreement form.

The purpose of the agreement is to formalize the expectations for student performance by developing learning opportunities that allow students to demonstrate behaviors consistent with the nine EPAS competencies. Since students come to the BASW and/or MSW Program with different needs and various levels of experience, the learning agreement should be reflective of individual needs in addressing learning opportunities in practice within the framework of the overall program goals. The Field Instructor supervises the process of the development of the learning agreement and determines what is feasible given the resources of the agency.

Toward the end of each semester, the Field Instructor rates the extent to which the observable behaviors were achieved. It is expected that activities in the first semester will help the student to begin to master the competencies, the competencies will be further reached in the second quarter and that it may not be fully reached until the last quarter.

Learning Agreement Development Procedure
The following procedure is recommended beginning the first week of placement:

1. The student reviews the Learning Agreement form.

2. The student discusses the agency mission statement, learning opportunities, expectations of the Field Instructor, Field Instructor field plan, internship objectives, expectations and activities with the Field Instructor and, with the assistance of the Field Instructor, assesses their learning needs.

3. Together the student and Field Instructor draft specific learning activities using the Learning Agreement. Students and Field Instructors are required to complete the following sections of the learning plan at the beginning of the year to establish learning opportunities based on the agency mission, structure, client population and policies.
4. The Field Instructor reviews, modifies the plan as appropriate, and discusses the modified plan with the student and faculty liaison. The student, Field Instructor and faculty liaison sign the revised plan.

5. After student and Field Instructor complete the learning plan outline they are then required to document the learning site-specific learning opportunities/activities intended to develop the skills to demonstrate behaviors consistent with each competency.

6.8 Required Field Meetings
Integration of information learned in the classroom with experiences in the field is a critical part of professional learning and preparedness to competently enter the profession. The following meetings are required to facilitate integration of material:

1. Weekly supervision (see Supervision section above)
2. Group meetings, training and case conferences arranged by the Field Instructor.
3. Periodic, usually once per semester, on-site meetings with the faculty liaison, individually and/or in groups of students and Field Instructors
4. Weekly Field Seminar
5. Additional meetings arranged by the faculty liaison, for example, a group of students meeting in the faculty liaison’s office to discuss activities, common problems or issues.

VII: FIELD INSTRUCTOR ORIENTATION TRAINING PROGRAM AND COMMUNICATION

7.1 Field Instructor Orientation
The Field Instructor Orientation Training is designed to establish a uniform set of expectations for Field Instructors in the roles and responsibilities of the field practicum. The requirements are:

1. All agency social workers who serve as Field Instructors must attend orientation within one year of supervising any SF State social work student (BASW or MSW);
2. Field Instructors who have not attended the orientation training within the past 5 years or have not worked with a San Francisco State School of Social Work student within the past 5 year will be required to complete the Field Instructor Orientation again to ensure they are trained in the school's current curriculum, changes in the field program and overall trends in field instruction;
3. Training and certification by other Schools or Schools of Social Work at other universities meet this requirement (e.g., reciprocity is granted by most in the Bay Area)
4. Preceptors that play a major role in the training of graduate social work students should also complete Field Instructor Orientation. Other agency officials with interests in graduate social work education are also welcome to attend.
7.2 Orientation Checklist for Social Work Interns and Field Instructors

The Orientation Checklist is a very useful tool to help both the Field Instructor and student intern learn about the agency, its policies and procedures, expectations, as well as those of the Field Instructor. It also helps to add clarity and avoid misunderstandings between the student interns, agency, Field Instructor, and Field Liaison. A conversation about this check list during supervision during the first few weeks of field placement can also reduce anxiety in the student intern.

We ask that the following check list be reviewed by both student and Field Instructor, during the student’s first day on site at the internship:

- Orient student to the following logistical information: parking, layout of building/site, lunch and break times, dress requirements, policy re: expense reimbursement, holidays, requirements to sign in/out, instructions on phone use, security precautions, etc.

- Insurance coverage requirements and risk management procedures.

- Describe what the agency does and does not do. Provide a brief history and describe funding sources. Explain the types of people served and their primary needs. Review staffing patterns and explain their respective roles. Talk about the kinds of activities carried out by social workers and describe what a staff member might do on an “average day.”

- Discuss any outstanding health or background checks.

- Provide an organizational chart of the agency and the unit/program where the student is placed.

- Review the NASW Code of Ethics with your student.

- Introduce student to clerical and receptionist staff so they know the student by name and face.

- Review with the student the role, responsibilities and requirements of a Field Instructor.

- Acquaint student with agency clerical and record-keeping system(s). Show where records are kept and explain filing system. Explain necessary clerical procedures: filing notes, mail, email and message system.

- Address student use of cell phone and other technology when working with clients.

- Explain your need to document supervision.

- Explain procedures for compiling agency required statistical reports. It is advisable to give these in writing, along with examples or forms.

- Ensure student has access to computerized charting training, as appropriate. Provide copies of/access to outlines for intakes, transfers, closings, social histories and all other required reports.

- Explain how the student is to identify themselves in agency records, written reports, correspondence and oral contacts with clients.
Arrange for key supervisory and administrative personnel to meet with the students.

Explain the importance of assiduous supervision in relationship to risk management.

Review agency safety practices re: home visits, dangerous/crisis behaviors and protocols. Discuss that students cannot work in the agency at times when and/or in areas where other staff are not present; students cannot distribute or handle medication, or take clinical responsibility for clients with high risk behaviors, including behaviors of suicide, when the student does not have the requisite time, skills, knowledge or supports to manage such clients. Review that students should not be driving alone with clients who have a history violence toward staff or other recent violent behavior. Discuss that students should not drive clients in their private car, and review appropriate use of cell phone and texting in the workplace.

Explain specific confidentiality requirements of the agency, i.e. consent to release information forms, guidelines for presenting information in the classroom. Be sure the student understands mandated reporting requirements.

Explain where student can find private interviewing area when needed and appropriate to the student’s role, skills and training level. Make sure you have the student disclose their internship status with their clients.

Explain your sexual harassment policies, and any policies pertaining crises or other emergencies.

Discuss professional boundaries with students’ relationships with other agency, staff, clients and collaterals. Explain that you, as a Field Instructor, are responsible for setting and maintaining appropriate boundaries.

VIII. ADMINISTRATIVE POLICIES AND PROCEDURES

8.1 Field Orientation for students
A mandatory field orientation takes place annually prior to the fall semester. The purpose of orientation is to review the field program mission, policies and structure, documentation, competencies, and expected outcomes. It provides an overview of the various roles, responsibilities and expectations of the student, Field Instructor, Faculty Liaison, and Field Director.

Prior to attending the field orientation, students are required to complete three pre-field online modules that include: 1) Child Abuse and Mandated Reporting, 2) Adult Protective Services and
Mandated Reporting and 3) Ethics and Boundaries (i.e. Ethics vs. Law, Confidentiality, Mandated Reporting, HIPAA, Advertising Professional Services, Duty to Protect, Cultural Competence, Informed Consent, Multiple or Non-Sexual Dual Relationships and Sexual Relationships with Clients).

8.2 Confidentiality
Students must follow the NASW Code of Ethics and all agency policies on confidentiality. All related coursework, including class discussions and written material, should not contain client names or other identifying information and should be adequately disguised to preserve client anonymity.

Students must read, understand, and agree to abide by all HIPAA and FERPA laws and regulations. Students are expected to know the specific practices related to HIPAA/FERPA at their assigned agency. Students who violate HIPAA/FERPA risk immediate dismissal from the Social Work program.

Students should be aware of the impact and consequences of electronic media on possible breaches of confidentiality. Students should never have the phone numbers of clients in their cell phone or computers. Also, students are not to disclose any information about clients on social media such as, but not limited to, Facebook, Twitter or Skype. Personal cell phones, lap top computers, etc. should be cleared prior to use at an agency. Students are responsible for following all agency policies regarding the use of personal devices.

When confidentiality cannot be maintained, the student must obtain a written consent for release of confidential information appropriate to the agency’s procedure on confidentiality.

8.3 Practicum Hours
BSW: Students are expected to be in their field practicum for an average of 16 hours per week, or a total of 480 hours for the BASW generalist placement year.

MSW: Students are expected to be in their field practicum for an average of 16 hours per week, or 480 hours for the generalist (foundation) placement year, and an average of 24 hours per week, or 720 hours for the specialized advanced generalist placement year. At the completion of the MSW Degree program, students will have accumulated a minimum of 1,200 hours of field experience.

Students are responsible for observing regular agency working hours and internship schedule as arranged by the Field Instructor. Students cannot be absent more than two field days per semester and are required to make up hours. Students who miss, or anticipate missing, more than one day, whether consecutive or not, regardless of the situation, are required to notify their Field Instructor and Field Liaison to discuss the situation at the time of the event. Students and Field Instructors are expected to sign off on monthly time logs provided by SF State School of Social Work. It is recommended that the agency also keep a record of attendance in order to certify the completion of a specific number of practice hours at the end of each month.

Placement hours are typically between 8 a.m. through 5 p.m. Some placements may require some evening hours or weekend hours; however, these are generally rare. Students who are working in addition to their school work and internship may believe they can “adjust” their full-time jobs or attempt to “fit-in” their internship hours, however this may create difficulty for both the student, their employer and the field agency. The School stresses the importance of being available during the hours the student intern is conducting their hours. Students
must be available to participate in the daily operations of the agency, i.e. staff meetings, case conferences, and in-service trainings, but may not be required to attend these events if they occur when students are on campus for classes (Mondays and Tuesdays).

Students may not begin their placements before the start of the fall semester and must follow the academic calendar posted on the SF State website. The School Social of Work assumes no responsibility for any student who engages in field activities, outside the specified policies, and those time periods listed on the Placement Contract.

If a student is asked to begin internship prior to the start date specified in the MSW Field Calendar, the student is required to contact and seek approval from the Field Director in advance of their start date. Alternative schedules must be articulated on the Placement Contract, and require a written approval by the Field Director.

Note: Some agencies require students to begin in July and end in late June. Unless this schedule is negotiated with, and approved by the university, it will not be approved and the student will be required to complete a regular internship schedule, beginning in September and ends in May, as indicated on the MSW Field Calendar. It should further be noted that students who are at their internship outside of the approved field calendar schedule may not be covered under the university’s professional liability insurance. It is critical that students address their schedules with the Field Director in advance of making a commitment to intern with an agency if the agency requires time that lies outside the typical MSW field calendar year.

Barring exceptional circumstances that must be approved and arranged in advance with the Field Director, students are not permitted to work extra hours during the semester with the intention to “bank” field hours to complete any semester before the official last day of field placement. With the permission of their Field Instructor, preceptor, and Field Liaison, students may accrue a maximum of 24 hours (3 days) during the academic year to compensate for any days missed in field as the result of illness, personal/family emergency, etc. Students, however, should not use these days for other purposes, such as study for exams and need to seek approval from the agency Field Instructor to utilize the hours accrued. There are a few exceptions to this, primarily school-based placements where the time schedule is client-driven. The purpose of the limitations is to ensure that field practicum stays in sequence with practice classes.

Leaving a placement early can have very serious consequences including a student being accused of client abandonment and abandoning the work site. It could result in termination of the practicum by the agency.

Students are not permitted to complete academic homework or employment work during internship hours. Internship hours are for the sole purpose of gaining practice experience. Logging field work hours, while completing work other than agency specific assignments or documentation related to field work, is unethical and can be considered falsifying hours. Process recordings are considered “field related”, and can be completed during your field hours, with approval from the designated Field Instructor.

8.4 Attendance and Punctuality
Students are responsible for observing regular agency working hours as arranged by the Field Instructor. Students are responsible for maintaining a record of field hours on their monthly tracking log. At the end of each month, the student and Field Instructor sign the time log. While
students might be required to complete an agency time sheet in addition to the SF State School of Social Work time log, one does not replace the other.

Students are expected to arrive to field placement on time (i.e., before the start of their shift) and not leave until their entire shift is completed. Field is to be approached like a “real job” and students are accountable as such. Attendance and punctuality reflect well (or poorly) on a professional.

8.5 Attendance Policies and Time Requirements
First year MSW and BASW senior students are to complete 16 hours per week, usually this will be accomplished in two eight-hour business days, on Wednesday, Thursday, and/or Friday. Students are in class on Monday and Tuesday and should not conduct practicum hours on those days. First year placements usually begin the second week of September and end the second week of May. Students must complete no less than 480 hours. A 30 minute lunch is recognized as part of the placement and is counted towards the practicum hours.

Second year MSW students are expected to complete 24 hours per week, usually accomplished in 3 business days, on Wednesday, Thursday, and Friday. Second year placements usually begin the first week of September and end the second week of May. Second year MSW students must complete no less than 720 hours. A 30 minute lunch is recognized as part of the placement and is counted towards the practicum hours.

8.6 Allowable Absences, Notification Policy, and Coverage Arrangements
Students have 4 absences during their internship year available to them due to illness, personal emergency, or other circumstances deemed by the student to be necessary. With the exception of absence due to illness or personal emergency, students must provide sufficient advance notice to the field instructor of their absence. These days are recognized as days of service and not subject to replacement expectations. Any absences beyond the 4 excused days must be made up.

We also ask that flexible scheduling be permitted during the last few weeks of each semester (for final examinations and assignments) and during interview periods for the second year placement process (occurring for first year students, mostly in March).

If a student must be absent from placement due to illness or some other emergency reason, the student must call the agency to make sure their duties are covered before their scheduled shift begins. Email communication or communication after the beginning of the shift is not considered sufficient.

Students who observe religious holidays or practices that conflict with their field placement schedule are encouraged to identify those dates and/or times at the beginning of placement and to discuss proactively with their Field Instructor and Field Liaison.

Student commitment to field education generally supersedes other obligations they may hold including employment. Students with approved disability accommodations, with significant parenting or caregiving responsibilities, or unusual personal circumstances may, however, request and be formally approved for schedule modifications.
During field education break periods, students are expected to arrange for continuity of coverage for their cases and administrative projects. They are not, however, generally expected to be present or to respond to clients or collaborators. Students are also not responsible for clients or administrative projects at days and times when they are not scheduled to be in field placement. Appropriate coverage must be provided or arranged by the Field Instructor or another identified agency staff member.

8.7 Time Commitments, Record Keeping, and Related Communication
Students and Field Instructors are expected to keep accurate time records of the student’s service time and field instruction time and to report them honestly to the Field Liaison on evaluation forms and during site visits. Students are expected to attend placement regularly, and Field Instructors are expected to provide them with no less than one hour of dedicated, individual and in-person, instruction time per week in addition to appropriate administrative time.

The Field Instructor should immediately discuss any significant problems with regard to attendance or punctuality with the student directly and notify the student's Field Liaison. Regular attendance and punctuality are considered essential capacities for eligibility for field education and are also included in the competency-based evaluation forms. Deficient performance in related to attendance and punctuality will affect eligibility for field education and satisfactory grades.

If the Field Liaison has reason to believe that field instruction is not occurring regularly, meeting the minimum requirements of a one hour per week, this will be addressed directly and privately with the Field Instructor. Because of the centrality of the educational supervision time to field instruction, we insist that Field Instructors keep their time commitments to the assigned student.

Even if students experience severe, unexpected health or life events, we cannot exempt them from the minimum time requirements required by CSWE for field education to be eligible for degree conferral.

8.8 Modified Beginning and End Dates for Placement
Agencies may request that students be available prior to the beginning of or after the end of the academic year when this is necessary for purposes of effective orientation completion of field related clinical and administrative assignments. This additional requirement should be made clear to the Field Liaison and student in advance of the placement interview. The school and university only provide educational services and related benefits and assurances for the academic semesters and or year that govern the placement; relationships before and after these periods are entered into voluntarily by student and agency and are not subject to university evaluation, protection, or benefits, which include, but are not limited to, professional liability insurance coverage.

8.9 Furloughs and Mandated Time Off
Some agencies mandate their employees to take furloughs from work or other time off, for example, the day before or after a holiday. These are not regular holidays. Therefore, if the student’s placement time is affected, such time would need to be made up.

8.10 Holidays
If the agency is open on a University observed holiday, the student is expected to be at the internship, if the agency requires it. Failure to do so will result in an absence from fieldwork, and this time will have to be made up by the student. The student should discuss the field agency and
the University holidays with their Field Instructor during the first few weeks of the fall semester to avoid any confusion or misunderstandings about attendance.

In some cases, a student may be asked or required, depending on their field agency and terms of the internship, to report to their field agency during a school break, e.g., winter or spring break, if doing so would be in their clients’ best interest. This is in keeping with the NASW Code of Ethics and being a responsible and ethical social work practitioner. Students may observe other religious holidays not observed by their field agency, but these are treated as absences to be made up by the student AND need to be communicated with the Field Instructor prior to the absence. If the internship is on an alternative schedule the student is required to adjust the schedule to meet the needs and requirements of the agency.

Please Note: School districts often operate on an alternative schedule in terms of holidays and mid-quarter breaks. Students being placed at a school district are informed of possible alternative schedules during the interview.

8.11 Insurance
San Francisco State University provides all social work student interns with malpractice insurance when Agency Affiliation Agreements are in place, and Professional liability is effective when the student is registered as a student in the School of Social Work. In rare exceptions, students may be required to purchase professional liability insurance through the NASW. If this is required for a particular placement, students will be informed before accepting the placement and signing a Placement Contract. Another exception may be when a student is interning at their place of employment; malpractice insurance is covered by the agency. Students must be working in an official capacity as agreed between their Field Instructor, field agency, and the SFSU School of Social Work and an affiliation agreement must be in place to be covered under this policy and only during the academic year.

Students are responsible for acquiring and maintaining their own health, accident, or automobile insurance that the agency may require. Student health insurance is available through the University; and information can be found here: https://health.sfsu.edu.

8.12 Americans with Disabilities Act
Students are responsible for requesting any needed accommodations in either the Field Practicum class, Field Coordinator, Field Director, or at the practicum site. For further information on seeking accommodations through the University, please refer to the Disabilities Program and Resource Center: https://access.sfsu.edu.

8.13 Immigration Status
The University does not check on the immigration status of students. However, field sites may require documentation of a student’s status through a valid social security number and/or valid California Driver’s License or visa. The School cannot guarantee a student’s internship placement, if an agency requires such documentation.

For Title IV-E and MHSA stipend recipients, a student's second year field placement mirrors what is expected of their post-MSW employment, under the terms of their workforce, or “pay back” requirements.

The California Department of Social Services offered the following guidance in 2015 as it pertains to Title IV-E stipend recipients who are also under DACA. This guidance is several years old, but remains a point of reference as of this writing from CalSWEC:
"If a DACA immigrant has an 'employment authorization document' (EAD) that allows her/him to fulfill her/his required commitment to work at a qualifying state or legal agency for the same amount of time that they received the educational assistance then we are not aware of a reason that they cannot receive the Title IV-E training support. It could be helpful to verify that the local agency does not have any other prohibition against hiring an undocumented immigrant, with or without DACA status. This may vary among counties. If there is such a prohibition, it would affect the ability for the DACA recipient to meet the employment obligations."

International students are required to be cleared by international studies and show proof of a valid visa that allows them to study full time in the United States prior to be admitted to the Social Work Program as this will impact a student’s ability to participate in Field Education.

8.14 Guidelines when working with transgender and gender non-binary students
It is against our anti-discriminatory policy to force transgender and gender non-binary students to go by their given name and/or pronouns, if they do not identify with these. Transgender and gender non-binary students should be given the ability to use their chosen name and pronouns on agency badges, email and other areas where student’s name and pronouns will be seen by clients and agency co-workers.

8.15 Personal Technology
It is important to ensure services are provided in a manner that is compliant with HIPAA and FERPA (FERPAhttps://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html HIPAA: https://www.hhs.gov/hipaa/index.html)

Client related documents
Client-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, smartphones, or other devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency.

Privacy
Advise students to not share passwords, personal, confidential or proprietary information about agency employees, clients or staff. Releasing this information can violate state and/ or federal laws (e.g., HIPAA, FERPA).

Students will work with their site or field supervisor to make sure they have a good understanding of what information should be considered confidential including, but not limited to, all organization documents, emails, presentations, client lists, and any communication marked for proprietary or confidential use only.

Maintaining Privacy and Confidentiality of Clients, Agency, and/or Agency Personnel NASW code of Ethics: 1.07 Privacy and Confidentiality (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure
is made should be revealed.

Use of personal computers while working remotely:
- Students may use their own digital devices to provide services, provided they follow agency regulations and protocols related to privacy and confidentiality
- Meeting virtually with clients will require a secured internet connection
- Students might not know the nuances of how to properly encrypt emails and/or use HIPAA compliant software from home, since the vast majority of agencies have not historically allowed students to work remotely. It is incumbent upon the Field Instructor to ensure the student understands how to properly use technology to ensure HIPAA compliance
- Not all students will have a room, place, or environment where they are able to speak with clients in a confidential manner when they are providing direct services virtually
- Students are NOT to use software provided by the school for the purpose of providing direct services for clients of the agency (i.e., Zoom, Canvas, or other University-provided software)
- Please advise students that it is not appropriate to use technology provided by the agency (phone, computer, etc) for personal use.

Use of personal email address and phone number
Students are advised to not use their personal email address or their personal phone number for any field related communication with a client. Other options include allowing the student to open a separate Google email account or using a Google voice phone number.

NASW Code of Ethics
NASW Code of Ethics requirements regarding confidentiality of client information extend to the use of confidential information from field placement in classes, seminars, and in student assignments. Students may not divulge client, collateral, or collegial information. Therefore, students are required to disguise all names, demographic information and any case details that might identify a client or co-worker. In addition, the following procedures must be adhered to:
Students should only review records of clients they are actively engaged with or are assigned to review for learning purposes;
Students should not use agency data, even if de-identified, for classroom assignments or public consumption without the explicit permission of the agency;
Client files and records should not be removed from the agency without following clear agency protocols about their maintenance and protection

Social Media
Use of social media including text messaging, tweets, Instagram, and Facebook-type postings should never directly or indirectly reference information or events related to field placement or include images or photographs. As students assume professional roles, they are encouraged to update their privacy settings and to use professional discretion about what they post online.
IX. EVALUATIONS AND GRADES FOR FIELD

9.1 Evaluations of Field
Ongoing evaluation of the student’s progress is a function of the supervisory process. Any concerns about the student’s progress by the Field Instructor should be brought to the attention of the student and faculty liaison as soon as possible, so corrective action may be initiated. If the Field Instructor and student, with the assistance of the faculty Field Liaison, are not able to resolve the problem, then the issue will be brought to the attention of the Field Director. The Field Director will notify the student’s academic advisor of field issues to determine if the student is struggling in other areas of the program, such as in the classroom. The Director will have the option to work on a corrective action plan or request a joint meeting with the Director of the School of Social Work, the MSW Program Coordinator, the Field Director and the student’s Academic Advisor.

In addition, students have the opportunity to evaluate the practicum site, the placement process, the Field Liaison(s) and seminars; and the Field Instructor and agency have the opportunity to evaluate the Field Education program.

The field program is a collaborative effort between the agencies, Field Instructors, and Faculty Liaisons and overseen by the Field Director. In order to ensure that the overall program continues to function at the highest possible level, the following evaluation procedures will be followed at the end of each field practicum year.

9.2 Performance Evaluation
Field Instructors are asked to engage students in a mutual process of evaluation at two points during the academic year. Once in the late fall semester, and once in late spring. Due dates are posted on the Field Calendar.

By “mutual process,” the School means that the Field Instructor should ask the student to evaluate themselves, just as the Field Instructor will do. Some choose to do this in a stepwise fashion where the student evaluates themselves and then turns it in to their instructor for review and consideration when the instructor completes the final form. In other cases, the Field Instructor and student “swap scores” and comments to view together at one time, and then the Field Instructor makes the final determination. Please note that in addition to the numerical sections, there is a narrative section for both student and instructor to complete for each of the nine competency areas. A complete evaluation includes both numeric rating and narrative portions.

Please use the following Key in evaluating students:

UA: Unable to Assess
Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

1: No Evidence of Skill Development (1-20% of time)
Student shows little or no ability to perform behavior(s)

2: Beginning Level of Skill Development (21-49% of time)
Student sometimes effectively achieves the behavior(s)
3: Satisfactory Progress in Skill Development (50-79% of time)
Student usually able to effectively achieve behavior(s)

4: Good Demonstration of Skill Development (80-95% of time)
Student has frequent/very good achievement

5: Excellent Demonstration of Skill Development (96-100% of time)
Student has consistent/superior achievement

An email to the Field Liaison is required when a student shows little or no ability to perform on more than 25% of listed behaviors any time after Week 5 of the academic year. This indicates a serious problem with a student mastering a basic skill level.

The Field Liaison should be also contacted under the following circumstances:
- The student continues to perform at level 1 on any specific behavioral measure;
- The student is performing at level 2 on more than 75% of the behavioral measures in any one of the core areas.

The expected levels of performance for a first semester student are levels 2 and 3. There are likely to be UA (unable to assess) as well, because much of the student's time will have been spent in orientation to the agency setting and observations of other professionals.

It is expected that most first year student will not receive a score of '5' on their evaluation until spring semester. Such a level indicates mastery of a skill at a generalist (first, or foundation year) or advanced generalist (second, or specialization year).

9.3 Mid-year and End of Year Field Education Program Evaluations
The field practicum program is a collaborative effort between the agencies, Field Instructors, faculty liaisons and Field Director. In order to ensure that the overall program continues to function at the highest possible level, the following evaluations are required at the end of each field practicum year.

- Student Evaluation of the Field Placement
- Student Evaluation of their Faculty Liaison
- Evaluation of Field Education Administration by Field Instructors
- Evaluation and Feedback Integrative Field Seminars

The forms for all student evaluations will be provided to each student either during the last scheduled field seminar or through an electronic evaluation form provided by the School of Social Work at the end of the academic year.

If the evaluation is distributed in paper form, a student representative should be designated to collect the completed evaluation forms in the large envelope provided. The faculty member should leave the immediate area while the forms are completed to ensure confidentiality. Once the designated student has collected the completed forms, the envelope should be sealed and hand delivered to the departmental administrative assistant. All evaluations whether in paper form or electronic are considered confidential and are utilized for SFSU School of Social Work program and faculty evaluation and development.

The student receives a grade of credit or no credit for the Field Practicum course.
The faculty liaison will electronically submit the grade through Campus Solutions. The faculty liaison/seminar leader, based on these criteria, makes the determination of the grade for fieldwork:

- Student performance in the agency placement as reflected in the written evaluation by the Field Instructor and any meetings with the Field Instructor, student and faculty liaison/seminar leader.
- Student’s attendance at all required field events
- Please note: Students will not be assigned a field grade until all field assignments and/or forms are reviewed, completed, signed, and electronically submitted.

Failure to perform satisfactorily in any of these areas may result in a grade of NO CREDIT. If at any time there is concern that a student is not making satisfactory progress, the Field Instructor will contact the faculty liaison/seminar leader to discuss a plan with the student for remediation.

An occasional grade of “Incomplete” may be approved for unexpected situations. The need for the “Incomplete” is discussed by the student with the Field Instructor and Field Liaison. “Incompletes” are not provided when a student is terminated from an agency and is being evaluated for continuing in the program in order to be referred and secure an alternative placement.

9.4 Repeat Policy for Grade of No Credit (NC) in Field

Students may receive a ‘no credit’ (NC) for field due to inability to complete the required time commitment, and/or for inability to achieve minimum competence in one or more key Learning Objectives (competencies). When this occurs, the Field Director, in consultation with the Field Instructor, faculty liaison and the student, will make a professional determination regarding the student’s potential for succeeding in their field placement.

If the reason for the NC is because of legitimate issues and no other performance concerns have been identified by the liaison and/or the Field Instructor, the student will be allowed to be referred to a second agency to secure a placement and either repeat the field course the following semester or continue with specific additional hour guidelines as determined by the Field Director. The student will be required to meet with their Academic Advisor to discuss the circumstances relating to the change in placement and the MSW Program Coordinator and Director of the School of Social Work will be notified of the field plan.

**Level 1 Review Relating to No Credit**

Whenever a faculty member, adjunct faculty, Field Liaison or Field Instructor has concerns regarding a student’s academic performance, or professional/ethical conduct in the classroom or field practicum, they shall meet with the student to resolve the concerns.

If the issues are not resolved, the student’s Academic Advisor should be contacted to help address the concern and do further fact finding, and a note of these meetings and activities should be placed on the log at the front of the student’s file. If the issues are still not resolved, the advisor will contact the Field Director and BASW/MSW Program Chair for a Level 2 Review. If the concern is of a very serious nature, it may be necessary to go directly to a Level 2 Review.

If the reason for the NC is due to a performance issue and the student wishes to repeat the course, steps must be followed as outlined in the SFSU Graduate Student Handbook.
The Field Director will meet with the student to discuss the performance issues involved. The Field Director will consult with the student’s Field Liaison and academic advisor prior to the meeting. The purpose of this meeting will be to make an initial determination as to whether the behavior that caused the student to receive a NC for the field placement course is amenable to change and whether the student exhibits self-awareness of the areas needing improvement. If these criteria are met, the Field Director will develop with the student a written plan for improving the areas of problem performance.

The student must gain clearance with the Field Director, prior to repeating the field course. If the student gives evidence of having followed the performance plan and has improved sufficiently in the problem areas, the Field Director will refer the student to another placement to repeat the course. The Field Director will facilitate the placement of the student in a new placement and the student’s Learning Agreement will specify the behaviors, actions, or inactions that need attention. If the repeat field placement is not successful for reasons of poor performance, a NC will again be assigned, and the student will not be allowed to repeat the course a second time.

**Level 2 Review Relating to No Credit**
If, after meeting with the student and the faculty listed above, the Field Director concludes that the problem behavior is either (a) not amenable to change (b) an egregious breach of ethical conduct that poses serious concern about the well-being of others, especially clients, and/or (c) the student does not exhibit self-awareness regarding the performance problems, the Field Director and/or the designated Field Coordinator will notify the student’s academic advisor, the MSW Program Coordinator and the Director of the School of Social Work to inform them of the student’s failure in field. This group can then call a Level 2 Review Meeting to determine the final outcome student’s status in the program.

A Level 2 Review involves the student’s academic advisor, the MSW Program Coordinator and the Director of the School of Social Work and at least two other faculty members who are not parties to the problem.

**Other Reasons for Level 2 Review- Termination Initiated by Agency or Social Work Program due to Student Performance Concerns:**
A supervisor or administrator of the agency retains the right to terminate a student’s placement because of significant behavioral concerns.

Also, the Field Director may terminate a student’s placement due to serious acts of omission or commission by the student in either the seminar class or field agency.

Reasons for placement termination include, but are not limited to:

- On-going inability to meet learning objectives (competencies) as outlined on the Student Learning Plan
- Presenting a risk to clients (e.g. verbal abuse to clients; sexual impropriety; dual relationship)
- Not following mandated reporting requirements
- Illegal drug use while at the practicum site
- Jeopardizing the safety of clients or staff or faculty
- Not consistently maintaining days and hours at the practicum site
- Being unable to openly accept feedback from the supervisor
- Personal issues significantly impacting on student’s ability to meet agency, client
or University and School obligations

- Failure to report previous criminal convictions
- Violation of the NASW Code of Ethics
- Not attending seminar class
- Verbal or physical threats to faculty/staff
- Being charged with a legal offense
- Repeated unprofessional communication with peers, faculty and agency partners

The Field Director will thoroughly review the reason(s) for placement termination and refer the matter to the MSW Program Coordinator and Director of the School of Social Work for review and final disposition. The Field Director or designee will be present at all field related meetings. The Committee’s recommendations could range from developing a corrective action plan to dismissal from field or the program (see Level 2 Review as outlined above).

If an issue is not resolved at Level 1, the Level 2 Review Committee will convene to meet with the student and involved faculty members. The meeting will include communication of the specific concerns related to academic performance and/or professional/ethical conduct in the classroom or field practicum and an opportunity for the student to present their perspective on the concerns. After the review meeting has occurred, the MSW Program Coordinator will inform the student of the decisions which can include one or more of the following actions:

**Continue the student in the program with no conditions.** In these situations, the concern has been addressed and no further action by the student or program is required. Establish formal conditions for the student’s continuance in the program. A remediation plan will be developed in consultation with the student, the advisor, and the concerned faculty member as needed. This plan shall:

a. specify the concerns of the faculty member in as much detail as possible

b. indicate the actions to be undertaken by the student

c. indicate the date by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct

d. the plan may indicate the name of a mentor (could be the advisor if the student chooses) who will meet regularly with the student and report progress to the Level 2 Review Committee

e. be signed by the advisor, and faculty member who initiated the concern

f. be reported on regularly by the mentor

The student will be given a copy of the plan and asked to sign it indicating they received a copy of the document. The student will also be informed, in writing, of the right to rebut the Plan or grieve the decision.

All students who have been placed on a remedial plan are also automatically placed on academic probation. Plan and reports will be filed in the student's file.

The MSW and/or BASW Program Coordinator shall, on or before the date specified in the plan for completion of the remediation, review student progress. One of two actions must be taken to
resolve the concern:

1. The plan is met, and the concern is alleviated. This is communicated in writing to all those in the above paragraph, the Director of the School of Social Work and members of the Level 2 Review Committee.

2. The concern is not alleviated. The Level 2 Review Committee shall reconvene to make a recommendation, which may be that the student be dismissed from the program.

It is the student’s responsibility to respond to the notice of a Level 2 Review meeting and attend. Failure to respond or attend will result in a decision without their input.

**Dismiss the student from the program.** In some situations, the Level 2 Review Committee will recommend that the student no longer continue in the social work program. This decision will be forwarded to a meeting of the full faculty and if confirmed by the full faculty, is final at the School level. That decision will be communicated to the student in writing, including information on the right to appeal through the university’s academic grievance process (see SFSU Bulletin). At the time a student is dismissed from the program, they are dropped from classes and are no longer enrolled. This will be communicated to Graduate Studies and University Records. This may require repayment of financial aid funds. If a student is dismissed from the MSW program, they are dismissed from the university as well.

**X. STUDENT SAFETY & CLIENT AND AGENCY PRIVACY**

Student safety is critical at the work site as well as in the field. Students should make every effort to understand safety protocols at their practicum by discussing them with their supervisor, support staff, and reviewing agency handbooks.

**10.1 Agency Risk Reduction Guidelines**

SF State School of Social Work focuses on preparing social workers to serve disadvantaged clients through the publicly supported human services. The School recognizes that these settings can be under enormous financial pressure and often respond to clients in serious crisis. In this context, social workers experience a variety of risky and threatening situations as a routine occupational hazard.

The School recognizes that students in training cannot be completely insulated from the realities of professional life, nor should they be, if field education is to continue to be a real life learning situation. On the other hand, students frequently lack experience, judgment, and skills that help seasoned practitioners to assess danger, take appropriate precautions, and remain safe. We recognize the School’s responsibility to provide classroom content on issues of safety and to prepare students with knowledge to handle potentially dangerous situations. However, we would be remiss were we not to require that a serious effort must also be made to reduce risk in field settings.

The following guidelines outline risk reduction policies and procedures that agencies should have in place. Modification of these guidelines for particular students and in special circumstances may be made only with the explicit approval of the assigned Field Liaison and should be noted in the student’s learning agreement.
10.2 Agency Safety Policy
A field agency should have a policy and/or procedures on safety covering at least the following matters, and should provide students with a copy of these as part of the orientation process in addition to appropriate training about their implementation:

- Building and office security;
- Emergency procedures, including when and how to summon security or police assistance and in the event of natural disaster, evacuation routes and procedures;
- Staff responsibilities and procedures governing the management of violent clients or other individuals;
- Safety on home community visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided; and
- Procedures for ensuring that the Field Instructor and/or other staff know (or can easily ascertain) the student location during field practicum hours.

10.3 Home Visits
MSW
Thorough preparation should be made for student home community visits with consideration given to the following elements:

- Selection of clients and home environments that are not presumed to be dangerous to the student;
- Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged normally safe;
- Discussion of the neighborhood including any potentially dangerous areas;
- Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;
- Clarification of the purpose and development of a specific plan for the visit;
- Discussion of what to do should the client or anyone else present a threat to the student;
- Opportunity for the student to observe home visits before conducting them and/or to be partnered with another member of the agency; and
- Provision of appropriate support and backup. Depending on the situation and the student’s experience with home visits, this may range from accompaniment by another worker or security person, to immediate availability of telephone consultation. At minimum, the student’s Field Instructor should know when and where a visit is to take place, and arrange for telephone consultation.

BASW
BASW students generally come to their internship experience with less experience than might a typical MSW student. For this reason, it is atypical for a BASW student to engage in home visiting activities in the first semester. Thorough preparation should be made for student home community visits in the spring semester with consideration given to the following elements:

- Ensuring student the opportunity to shadow home/community visits numerous times with their field instructor prior to an arrangement where the student takes the lead and in situations where student takes the lead they should always be paired with another staff person;
- Selection of clients and home environments that are not presumed to be dangerous to the student;
• Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged normally safe;
• Discussion of the neighborhood including any potentially dangerous areas;
• Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;
• Clarification of the purpose and development of a specific plan for the visit;
• Discussion of what to do should the client or anyone else present a threat to the student;
• The student's Field Instructor should always know when and where a visit is to take place, and arrange for telephone consultation.

10.4 Prohibited Student Activities
Students in field education placements may not be assigned the following activities:

• Physical restraint of clients;
• Transportation of a client in the student's private car;
• Transportation of a client with a recent history of violent behavior;
• Treatment of a client with a history of violence toward staff;
• Work in the agency at times when and/or in areas where other staff, are not present;
• Distribution or handling of medications;
• Clinical responsibility for a client at high risk for suicide without reviewing if the student possesses the requisite time, skills, knowledge, and supports to manage the client;
• Clinical responsibility for other high risk clients without review; and
• Other activities that go beyond the scope of social work practice or the capacity of an MSW intern or may place the intern or client at risk for harm

10.5 Criminal Background Checks, Health Screenings, and Related Disclosures
The SFSU School of Social Work provides all MSW and BSW students placed in agencies with current, and fully executed Agency Affiliation Agreements with SFSU, with professional liability insurance which protects them legally if an act and/or omission occurs at field placement that inadvertently leads to harm. The School requires that students comply with professional liability insurance requirements. Therefore, students are required to disclose to the School any criminal convictions or other background circumstances that might compromise their ability to be insured, accepted for placement, or eventually employed and/or licensed as a social worker. Failure to disclose relevant circumstances at the time of admission or subsequently can lead to students being dismissed.

The University does not conduct criminal background checks on students. However, almost every field agency requires a criminal background check. Federal and state laws mandate criminal background checks for persons placed in many settings. Any criminal record (infraction, charge, misdemeanor, or felony) may impact a student's eligibility for placement in certain agencies. Students must disclose to the Field Director any criminal background, including any and all expunged and/or dismissed charges, as they will still appear on background checks. Students may be ineligible for placement, or terminated from an agency, if criminal background information comes to light without prior disclosure. The Field Director can provide insight to students as to potential opportunities and barriers to securing a field practicum site but cannot guarantee placement or choice of placement. Information disclosed will be used only for the purpose of determining appropriate field options.

In the event a student is arrested or charged with a new offense or is convicted during the
program, the student is required to disclose this information to the Director of the School of Social Work, Field Director, MSW Program Coordinator and their Academic Advisor within 48 hours of arrest, charge, or conviction. Students may be terminated from the program if an arrest or charge comes to light without immediate disclosure.

Failure to provide the required disclosures or notices will be deemed as a deception and will be handled as a form of academic dishonesty in addition to any other violations. Arrests, violations and/or convictions which violate University and/or department policies or standards could result in sanctions.

Students who are arrested, charged, or convicted during the program are not permitted to return to field placement until further notice. The student will be referred to a committee consisting of the Director of the School of Social Work, the Field Director, MSW and/or BSW Program Coordinator and the student’s Academic Advisor for an initial review of the situation. The student assumes the risk involved with disclosing information and thus may choose not to disclose information. However, if the student chooses not to disclose information, Committee will not be able to determine a course of action.

If a student is charged with a new offense, the student will most likely be required to take a leave of absence until the case has been resolved and a decision has been made by a court of law. A student may be permitted to complete classroom coursework for the current semester. Once the outcome of the specific case or circumstance has been determined, it is the student’s responsibility to inform the Director of the School of Social Work, Field Director, MSW and/or BSW Program Coordinator, and their Academic Advisor. At that time, the student’s situation will be considered based upon specific factors and implications related to the social work profession and their ability to return to the program and field work.

In the instance that the student does have a criminal history, however remote, we require that disclosure also occur to the field placement site. Typically, we ask the student disclose at the time of their placement interview, and we confirm that the disclosure has happened before finalizing the placement.

In addition to disclosure, many agencies are also legally mandated to perform their own or recent criminal background checks and fingerprinting on prospective employees and interns. Students are responsible for obtaining any required checks and for all associated costs.

Some field placement sites require additional health screening. Tuberculosis screening and proof of immunization for measles, mumps, rubella, varicella, tetanus, diphtheria, pertussis, hepatitis, and/or influenza are also common requirements. Some placements also require a general physical examination and/or respiratory capacity screening, and some placements require a urine toxicology screen. As most placement sites expect students to pass health screens at their own expense, we suggest that students take advantage of any current health coverage prior to admission, or utilize the San Francisco State University Health Center: https://health.sfsu.edu

We ask field agencies to be respectful of student time, expense, and privacy as is possible for their practice context.

Agencies with extensive clearance requirements must disclose them in advance when applying to become a placement site, remind students during the interview process, and again when
signing the Placement Contract. Extensive clearance requirements should be clearly outlined in writing under the “special conditions” section on page two of the Placement Contract.

This advanced clarification is required so that students who do not wish to undergo such screening may have the opportunity to select other available placements.

10.6 Confidentiality of Client Information
NASW Code of Ethics requirements regarding confidentiality of client information extend to the use of confidential information from field education in classes, seminars and in student assignments. Students may not divulge client, collateral or collegial information, disguising all names, demographic information and any case details that might identify a client or co-worker.

Client files and records should never be removed from the agency for any purpose.

Students should only review records of clients they are actively engaged with or are assigned to review for learning purposes.

Students should not use agency data, even if de-identified, for classroom assignments or public consumption without the explicit permission of the agency.

10.7 Use of Social Media and Technology While at Field Practicum
Students must refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal internet browsing from agency computers. Use of social media including text messaging, tweets, and Facebook-type postings should never reference information or events related to field placement. Work-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency.

10.8 Distressed Students in Field Placement
On occasion, a student may manifest signs of distress while in field practicum due to personal, health, and/or mental health problems either they or their family is experiencing. Any indication that a student may have difficulty in safely and effectively practicing social work in a field setting must be directly addressed and further assessed. Concerns may be detected by agency managers, Field Instructors, colleagues, or even client. When concerns arise, we advise direct and immediate discussion with the student and immediate consultation with the assigned Field Liaison. Our objective in addressing such situations is to preserve student choice and confidentiality to the greatest extent possible, to offer the student referral to help, to make accommodations in the field where appropriate and possible, and also to assure that agency clients and services are not adversely affected by student distress.

At times when it is not safe or productive for the student to remain in the field agency until they have recovered, the Field Instructor or Field Liaison, in consultation with the Field Director, may suspend the placement until such time as the student has demonstrated capacities to return to the role of learner in an agency setting. Depending upon the student’s circumstance and the degree to which their essential capacities for field placement are affected, arrangements may be made such as taking a temporary leave from field placement, requesting a reduction of hours or restriction of duties temporarily, continuing on with more applied supports, and/or other
arrangements that balance protecting the student’s health, their education, and their duties to the clients and agency. If a student is unable to agree with these arrangements, Field Faculty reserve the right to suspend placements but will always establish a deadline by which re-evaluation will occur and such re-evaluation will always occur no later than three months from the date of suspension.

Students experiencing prolonged distress for any reason may remain ineligible for field placement and may be encouraged to consider withdrawing from the program and reapplying at a later time. The student’s personal and family health must be their first priority and practicing social work when this is not the case often leads to adverse outcomes.

10.9 Debriefing Critical Incidents
It is not unusual for students in field placement to directly witness, hear about, or be party to a critical incident including a patient death, an incident of violence, involuntary hospitalization, the arrest of a client, or other incidents that could be considered traumatic or highly distressing. Reactions to these incidents can vary widely, and students can be much more sensitive to adverse events than experienced social workers. We encourage all Field Instructors to proactively inquire about student reactions to adverse events in the placement agency. We further encourage students to debrief incidents with their assigned Field Liaison. If a student would like to debrief an incident in field seminar, the Field Liaison should be consulted in advance to determine how to help the group receive the information and offer support.

10.10 Disclosures of Sexual Misconduct or Discrimination, Harassment, or Retaliation (DHR)

For Students:
SF State fosters a campus free of Sexual Misconduct including Sexual Harassment, Domestic Violence, Dating Violence, Stalking, and/or any form of Sex or Gender Discrimination. SF State is obligated to review and, if warranted, investigate information regarding possible violations of Sexual Misconduct or DHR that is connected with university programs or activities, whether on or off campus. This includes school-related activities that take place at the internship site.

If students disclose a personal experience of DHR as an SF State student, the course instructor (Field Liaison) is required to notify the Title IX Coordinator by completing the report form available on the Title IX website (http://titleix.sfsu.edu), or by emailing vpsaem@sfsu.edu or calling (415) 338-2032.

The Field Liaison should provide the host agency’s information, as they may be contacted by the University. In these situations, the Field Liaison shall inform the Field Director that there has been a notification to the Title IX Coordinator.

**Students can make a confidential disclosure of Sexual Misconduct by contacting:**
The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
Counseling and Psychological Services Center - (415) 338-2208; http://psyservs.sfsu.edu/
Student Health Center – (415) 338-1719; http://health.sfsu.edu/

**Students can disclose Sexual Misconduct with partial confidentiality to:**
SF State Police
Phone (emergency) 911
Phone (non-emergency) (415) 338-7200
Email: upd@sfsu.edu

For more information on student rights and available resources: http://titleix.sfsu.edu

For Field Agencies:
In the event a disclosure of Sexual Misconduct or DHR is made to SF State involving a member of our community, the University will coordinate with the host agency to stop, prevent, and remedy the effects of the reported conduct. The exact nature of the intervention and interruption may depend on the Complainant’s and Respondent’s affiliation with the host agency and the University. SF State, usually through the assigned Field Liaison, together with the Field Director, will work together with the host agency (including, but not limited to information sharing) to avail the parties to the appropriate policies and procedures in furthering a resolution. For more information about SF State’s policies pertaining to disclosures of Sexual Misconduct or Discrimination, Harassment, or Retaliation (DHR), please go to: http://titleix.sfsu.edu

10.11 Required Reporting to SF State School of Social Work
Agencies are required to immediately report any incidents involving student safety, client safety, or privacy violations to the appropriate Field Liaison. If the Field Liaison is not available, the report should be made to the Field Director.

10.12 Counseling
Working in the field of social work can bring up strong emotional responses in students, given the severity of issues that clients present. When dealing with a client issue that has become too difficult or overwhelming, students are encouraged to engage with their Field Liaison, and if additional, more personal support is necessary, to utilize the resources of the Counseling and Psychological Services Center at SFSU: https://psyservs.sfsu.edu
XI. INTERPERSONAL CONFLICTS, PERFORMANCE CONCERNS, PROBLEM-SOLVING

11.1 Problem-Solving in Field Placements
On occasion, issues arise in field placements that create learning problems for the student and/or teaching problems for the Field Instructor. These may be due to incompatibility of teaching and learning styles, personality conflict, communication breakdown, incompatible expectations, agency turmoil, or difficult transference/counter transference issues among other factors. Experience has shown that the sooner issues are identified and addressed, the more likely it is that the placement will continue successfully. Conversely, if problems are ignored or discussion of them is delayed, the problems are further exacerbated and the probability of successful resolution is decreased.

In many cases, students and Field Instructors are able to discuss and resolve these issues in the educational supervisory process. However, if problems interfere with the progress of the student/Field Instructor relationship and/or the student’s performance, it is essential that the Field Liaison be contacted immediately. The Field Liaison has the overall responsibility for facilitating the successful completion of the placement for both the Field Instructor and the student, and can help with clarifying and addressing the issues and communicating related expectations, policies, and standards. This may include site visits and/or individual conferences with the student and/or Field Instructor.

Resolution of difficult issues may require that a corrective plan of action be developed. The Field Liaison should be involved in developing this plan, and it should be signed by student and Field Instructor, attached to the learning agreement, and specifically commented on in subsequent written evaluations.

Immediate attention to problems is essential in order to prevent the early termination of the field placement whenever possible. Early placement termination can have many negative consequences for students, including disruption of the learning process and their ability to complete course assignments that are often based on field experiences. Students will also be required to make up lost days as well as some or all of the days already completed. This may result in students receiving an Incomplete grade and may also require them to make up the days during the summer, which could pose a hardship related to commitment of time, added expense, and income loss.

Many students who have had difficulties in their field placement later report that they learned very important professional lessons that strengthened their ethics, character, and integrity. Field Instructors also report this. In social work employment environments, conflicts are expected, and the ability to resolve and/or cope with them maturely is an essential capacity.

11.2 Conflicts Between Students, Field Instructors, and/or Field Liaisons
Social work is a profession that tends to attract persons with passionately felt beliefs and a wide range of life experiences. Differences of opinions, values, and/or styles are not uncommon, are to be expected, and often need to be openly addressed in a respectful, collaborative manner in order for each party to achieve greater understanding and to be successful in their respective role.
On occasions, conflicts may occur between the student and the Field Instructor, between the student and the Field Liaison, and/or between the Field Instructor and the Field Liaison that reach a level where they interfere with learning and/or role effectiveness. When this is the case, the affected parties should make every effort to address the conflicts directly, to demonstrate listening, to express perspectives in a non-blaming manner, and to see if differences can be understood, accepted, and/or resolved. All parties should be encouraged by one another to approach the situation honestly, professionally, ethically, and with an attitude of professional and cultural humility. Two affected parties forming an unprofessional coalition against the third is not considered professional.

If good faith informal attempts at resolution have not been successful, the affected student, Field Instructor, and/or Field Liaison may involve the Field Director. On occasion, the Field Director, in consultation with the Director of the School of Social Work, the MSW Program Coordinator, may assume educational responsibility for a particular student or placement or may reassign responsibility, particularly when it appears that the conflicts are not resolvable after significant efforts have been made. Typically, if reassignments occur, only one is allowed.

In general, students, Field Instructors, and Field Liaisons are all expected to form effective working relationships with one another, and failure to do so may indicate a competency that needs further development and should be candidly discussed accordingly.

11.3 Early Termination of Field Placement
Although every effort is made to ensure a successful field education experience, early termination of a field placement is sometimes necessary due to compelling circumstances. These may include an irresolvable conflict between the student and the agency Field Instructor, the unsatisfactory performance by the student, the loss of a qualified Field Instructor, the closure or reorganization of the agency, the student’s withdrawal from field education for personal or medical reasons, and/or clear evidence that the student’s educational needs exceed the agency’s available educational resources. Termination of the placement should be considered as the option of last resort and only after every attempt has been made to complete the placement.

A request to terminate the placement early may be made at any time by the student, the Field Instructor, or the Field Liaison. The decision to terminate a placement usually involves the student, the Field Instructor, the Field Liaison, and the Field Director. Generally, this decision is made after consultation with the student, Field Instructor, Field Liaison and the Field Director. In some situations, students who are reluctant to continue in their field placement may be instructed to give the opportunity more time. Students who refuse to continue to attend and participate appropriately in field placement when instructed to do so by their assigned Field Liaison risk an unsatisfactory grade and related consequences. Students are expected to make consistent, good faith efforts to resolve professional conflicts. Students are expected to maintain their composure and professionalism even if they have strong feelings about their situation. If a decision is made to terminate a placement before its intended ending, the following steps should be completed:

1. The Field Liaison requests and reviews a written evaluation from the Field Instructor of the student’s performance up to that point, using the identified evaluation form or, in some cases, simply requesting a written narrative.
2. If the student’s performance is deemed unsatisfactory or marginal (i.e. less than clearly satisfactory) by the Field Instructor, the Field Liaison will initiate a consultation process usually involving the Field Director, the Field Instructor, other Agency Personnel such as the Training Coordinator or Program Manager, the student, and/or other School of University faculty or staff. After gathering a variety of perspectives and available sources of information, final responsibility for determining the grade rests with the assigned Field Liaison.

3. The Field Liaison communicates in writing to the student their grade, the related rationale, and how much credit, if any, they shall receive for days served and what requirements remain to complete their field education experience. Students receiving a grade of unsatisfactory or believed to be performing other than clearly satisfactorily are awarded no credit for days or hours served.

If the Field Instructor's recommendation of an unsatisfactory grade is deemed valid by the Field Liaison, the student will receive an "Unsatisfactory" for that grading period, and no additional placement may be provided in that semester. An unsatisfactory grade in either field placement is likely to be grounds for the student receiving a letter of warning, being placed on academic probation, and/or facing dismissal. This would especially be the case if a student had performed in a manner inconsistent with the NASW Code of Ethics or the SFSU Student Code of Conduct or in a manner that caused or could have caused harm to a client, colleague, to the agency or School.

Students who receive an unsatisfactory grade do not receive partial credit for their experience. If they regain eligibility for field placement, they must complete another field placement of full length. If and when students who receive an unsatisfactory grade are permitted to repeat field requirements, they will be assigned to a well-established placement with an experienced Field Instructor by their Field Liaison. In addition, an addendum may be made to the learning agreement that addresses areas that were problematic in the original placement, they may be more closely monitored, and they may be assigned an additional independent study course or other remedy.

11.4 Withdrawal from Field Practice

If the student withdraws from field class or leaves an agency without notification, they will not receive credit for hours previously completed. This is because field education is based on a year-long, two semester sequence with (in most cases) a year-long learning plan and there are a limited number of agencies that will accept a student for less than a full academic year. Withdrawal from field may necessitate a repeat of the entire year. Should an emergent situation develop requiring a student to withdraw from the field sequence at any time, the faculty liaison/advisor and the Field Director should be notified at the earliest possible time and a written plan approved by the Field Director to avoid the necessity of repeating a part of the Field Education Sequence.

If, at any time, a student exits a field agency placement, the clients' well-being should be the principle concern. This means that, except in the most extreme emergencies, the proper termination processes should be followed and the agency's transfer of cases procedures adhered to. All property of the agency should be returned (keys, case records, etc.). Failure to abide by this guideline could constitute a serious violation of professional ethics and could lead to dismissal from the MSW or BSW program.
11.5 Student Request to Postpone a Field Placement
A student who finds that they must defer enrollment in the field practicum requirement of the MSW or BSW Program due to extenuating circumstances (e.g., illness, personal emergency, etc.) must discuss the issue(s) with their academic advisor. The request for a leave of absence must be made in writing; it should be specific and include:

a. A proposed curriculum plan for completing practicum and concurrent program requirements;
b. The academic year in which the proposed plan is to be implemented; and
c. Delineation by the student of their understanding of the impact that the delay will have on completing the MSW.

It is the student’s responsibility to ensure that all leave of absence paperwork is completed, reviewed, approved and submitted as indicated. Policies and procedures governing a Leave of Absence for graduate students may be found at the Office of Graduate Studies website in the link for Current Students.

A student may not discontinue or withdraw from their field practicum to avoid receiving an unsatisfactory grade for a portion of the practicum experience. Any student that withdraws from a practicum course and is not in good standing will not be allowed to re-enroll in a field practicum.

Special circumstances necessitating the discontinuance of a field practicum must be discussed with the Field Liaison, Field Director and the Academic Advisor. The Field Liaison and academic advisor will propose the specifics and timing of re-entry into the field practicum sequence with approval from the Field Director so that appropriate arrangements can be made for the re-start of the field practicum within Program guidelines.

Prior to the student's re-entry into the field practicum sequence, a meeting will be held with the student, Field Director, Field Liaison, and academic advisor to determine readiness to re-enter a practicum, review audit requirements and to finalize any outstanding arrangements.

11.6 Agency Dismissal of Students from Field Practice Sites
Agencies, with or without the consent of the SF State School of Social Work, may dismiss students for illegal, unprofessional or unethical conduct or for any violation of that agency’s expected intern conduct, and its policies and/or procedures according to that agency's internal personnel regulations, or failing to comply with any part(s) of the NASW Code of Ethics. Dismissal from a field placement for violation of an agency policy or procedure, for unprofessional conduct, and/or a violation of the NASW Code of Ethics also constitutes grounds for dismissal from the MSW program. All social work students are responsible for knowing the NASW Code of Ethics and the information contained in the MSW Student Handbook. Ignorance of any part of the Code or Handbook is not an excuse for breaches in professionalism or professional ethics.

11.7 Calculation of Make-Up Days Following Early Placement Termination
Although a substantial number of days may have been successfully completed before a placement is terminated, a minimum of forty (40) days of field placement is required for even partial credit to be given, irrespective of the circumstances. This 40-day period ensures sufficient time for the student to become oriented and to acquire and demonstrate a sufficient range of competencies. The student’s Field Consultant will assess the number of days of credit
for which a student may apply toward their next placement. In evaluating the number of days of credit to be authorized, the following factors will be taken into consideration:

a. Student must have performed satisfactorily in the placement on any day for which credit is given.

b. Credit is generally not given for orientation activities that are agency specific.

c. Credit may be given, however, for orientation activities that are likely to be generalizable to the next field placement.

d. Circumstances that led to the termination of placement are considered.

The Field Liaison will communicate in writing to the student the number of days for which they have received credit when a placement is prematurely terminated. In some cases, no days may be credited and an entirely new placement may be required with the normal service increment.

11.8 Interruption of Field Work
Students who are also employed outside of their school and internship duties should clearly explain to their employers that they are not available for "on call" work, or to respond to emergencies, during field work hours. Personal cell phones, text messages, and personal telephone calls should not interrupt students’ work and attention at their field placement sites. Please make alternate arrangements for others to contact you, e.g., during your lunch break, after field placement, etc.

11.9 Grievances and Appeals
Field Education students have the same "Due Process" rights in field as in classroom courses regarding grades and San Francisco State School of Social Work Program decisions. These are described in the University Academic Bulletin (http://bulletin.sfsu.edu/).

XII. THE SFSU MSW PROGRAM

12.1 Foundation Generalist Program
The foundation generalist practice model serves as the framework for the first-year MSW curriculum. Consistent with the mission of the School, the urban generalist model is designed to address the needs and aspirations of disadvantaged and oppressed communities. Special attention is given to a student's mastery of the urban environment as a distinctive context for practice, promoting an awareness of those societal forces that influence the distribution of life chances, power, and resources.
The generalist model stresses the principles and processes common to all social work endeavors and students are encouraged to develop and refine skills associated with the following four core components: (1) developing working relationships with clients and other constituents under diverse conditions (voluntary referral, involuntary contact, outreach, transfer); (2) formulating a plan of action which recognizes both personal and environmental elements in the change process; (3) undertaking a variety of practice roles (advocate, coordinator, counselor, mediator, negotiator, support group leader, etc.); and (4) facilitating the development of client autonomy and empowerment in achieving goals.

Students are required to have practice experiences at a variety of levels (individuals, families, groups, organizations, and community), and to have extensive contact with various components of the urban service delivery system. The nine social work competencies included in the students’ learning agreements are considered as a base for the knowledge and skills-building activities identified:

**Competency 1: Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:
- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:
- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.

They also understand the processes for translating research findings into effective practice.

Social workers:
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-
professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:
- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically
evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Curricular Road Map: MSW Generalist Practice Year

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<th>First Year Fall Semester</th>
<th>First Year Spring Semester</th>
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<tr>
<td>SW 700 History &amp; Philosophy of Social Welfare</td>
<td>SW 720 Research Methods in Social Work</td>
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<td>SW 710 Human Behavior &amp; the Social Environment</td>
<td>SW 780 Global Poverty</td>
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<td>SW 730 Social Work Practice Methods</td>
<td>SW 810 Health, Illness, &amp; Disordered Behaviors</td>
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<tr>
<td>SW 740 Field Work Instruction</td>
<td>SW 830 Social Casework</td>
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<td>SW 741 Graduate Field Seminar</td>
<td>SW 740 Field Work Instruction</td>
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<tr>
<td>SW 770 Ethnic &amp; Cultural Concepts</td>
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<tr>
<td>SW 855 Social Work Education, Professionalism, &amp; Practice</td>
<td>SW 843 Social Work with Children &amp; Families (Elective)</td>
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Below are the descriptions of the courses in the generalist practice curriculum of the MSW program:

**SW 700 History & Philosophy of Social Welfare.** This course addresses the history of social welfare policies and services in the United States. Historical developments are analyzed in terms of attitudes, values, assumptions, and ideologies. Implications for growth and development of the social work profession and social service delivery systems are pinpointed. Political, economic, social, legal, historical and cultural contexts of social policy are analyzed in terms of past, current, and future implications.

**SW 710 Human Behavior & the Social Environment.** A social systems conceptual framework for the study of human development and social services through the life cycle. Current social services, exemplary programs and unserved needs are identified at each stage of life with an emphasis upon oppressed groups.

**SW 720 Research Methods in Social Work.** The role of research in the development of social work theory and practice. Methods of data collection, processing and analysis. Field methods of data collection; problems of statistical analysis and inference.

**SW 730 Social Work Practice Methods.** Seminar presenting the central concepts and processes of urban generalist practice. Major emphasis is given to the development of
practice skills relevant to the needs and aspirations of oppressed individuals, groups, and communities.

**SW 740 Field Work Instruction.** Application of the urban generalist model to a variety of practice settings serving oppressed groups.

**SW 741 Graduate Field Seminar.** Evaluative seminar to enable graduate students to analyze their field experiences. Conducted by faculty Field Liaison with the input of the agency field supervisor.

**SW 770 Ethnic & Cultural Concepts.** Principles, concepts, theories, and frameworks that address human diversity and affect the local, national, and international contexts of practice, especially as they relate to populations that have been historically disenfranchised, oppressed, under-served/represented, and marginalized.

**SW 780 Global Poverty.** Poverty underlies many, if not all, of the social issues that clients and communities face. In order to confront issues of disparity and inequality, students need to develop competency in analyzing poverty and adopting poverty-aware practice. This foundation course will address social work students’ competency in recognizing that poverty is a central source of stress for individuals, families, communities, and societies. Students will learn to include poverty in any intervention plan for clients and communities and to engage communities in designing anti-poverty programs. Students will also enhance their understanding of transnational poverty and be able to analyze how local poverty issues reflect global economic and socio-political trends. This new foundation course is consistent with the profession’s historical commitment to poverty eradication in local and global levels.

**SW 810 Health, Illness, & Disordered Behaviors.** Seminar examining health, illness, disability, stress reactions and psychopathology. These states are examined from a developmental perspective and with a focus on implications for social work practice.

**SW 830 Social Casework.** Methods of helping individuals cope with personal and social problems. Consideration of various approaches in the development of casework skills. Enhancement of social functioning examined through case studies and video tapes detailing social work interventions on behalf of individuals.


**SW 855 Social Work Education, Professionalism, & Practice.** This one-credit course orients incoming students to SFSU’s MSW Program and to the profession of social work. The course introduces students to the School’s faculty, curriculum, program design, accreditation, organization structures, time frames and protocols, campus programs and services, institutional imperatives and deadlines, graduate requirements, research agendas and reviews, oral and written communication styles and frames, electronic sources and access points, and more. Foundation content and value perspectives related to this School’s mission and the profession of social work are addressed,
including concepts of equity, social justice, ethics, access, cultural competence, cognitive domains, evidence informed practice and knowledge management.

12.2 Advanced Practice
Specialized practice for the MSW students starts during their second semester in the program and deepens during their second and final year, building on the generalist practice model and expanding on the social work competencies to focus on areas of specialization. Objectives met and skills developed support students in demonstrating advanced levels of performance in the nine areas of competency identified in their learning agreements and subsequent mid-year and final progress reports. These additional or reformulated specialized practice behaviors are specified below under the corresponding competencies:

Competency 1: Demonstrate Ethical and Professional Behavior
*The student will engage in learning activities in order to:*

- Engage with those from professions other than social work when involved in inter-professional collaboration and effectively employ consultation.
- Demonstrate a commitment through action to advancing the field of social work through advocacy and ongoing learning.
- Exhibit knowledge of emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice
*The student will engage in learning activities in order to:*

- Identify ways of addressing power and control factors that affect the experiences of diverse populations and modify intervention methods based on these evaluations.
- Employ methods that reflect cultural humility and sensitivity in relationships with clients and communities.
- Present as a learner and engage clients and constituencies as experts in relation to their own experiences.
- Apply self-awareness regarding one’s own identity, personal biases, fears, and values, and self-regulate to manage the influence of personal biases and values in working with a diversity of clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
*The student will engage in learning activities in order to:*

- Employ an understanding of social, economic, and environmental justice and advocate for human rights at the individual and system levels.
- Engage in micro, mezzo, macro, and global practices that address human rights concerns.
- Advance social justice (through anti-oppressive clinical practice), economic justice (through poverty-aware practice), and environmental justice (by enhancing clients’ relationships with the natural world).

Competency 4: Engage in Practice-informed Research and Research-informed Practice
*The student will engage in learning activities in order to:*

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Engage in research that is inclusive of the clients, communities, and organizations involved and that incorporates their participation in all aspects of the research process.

Competency 5: Engage in Policy Practice
The student will engage in learning activities in order to:
- Create alternative policy solutions and interventions to social issues that are culturally relevant, appropriate, and sensitive to the diverse populations affected by these policies.
- Effectively engage action systems to achieve desired policy changes.
- Evaluate the impact of change efforts, activist agendas, and practice results.

Competency 6: Engage with individuals, families, groups, organizations, and communities
The student will engage in learning opportunities in order to:
- Consider client's/participant's personal development interests and goals in the change process
- Engage with individuals, families, and groups to assess and analyze their strengths and needs in ways that reflect cultural humility.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities
The student will engage in learning activities in order to:
- Critically analyze differential diagnostic and assessment criteria including developmental and cultural considerations, as well as the impact of assessment methods, on client and community self-determination and empowerment.
- Engage with individuals, families, groups, and organizations in ways that reflect cultural humility in assessing and analyzing their strengths and needs.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
The student will engage in learning activities in order to:
- Plan with individuals, families, and groups to apply interventions through a variety of methods and strategies as appropriate to their contexts and needs for change.
- Collaborate with clients in addressing long-term developmental goals and addressing obstacles that may be presented by institutional settings and their operational policies.
- Create innovative therapeutic modalities contributing to culturally affirmative and individualized development and advocacy.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Facilitate growth and the realization of full potential among clients and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
The student will engage in learning activities in order to:
- Identify evidence of change and development upon termination.
Specialized/Advanced Practice Curriculum
As students transition into the second year of specialized/advanced practice, they continue to build upon existing foundational and transitional courses. Following a historiographic analysis of the evolution of social welfare, the philosophies that inform social work practice, and the social work profession in SW 700, students then begin to engage in a more critical analysis of social policies and programs in SW 701. Upon learning the technical, ethical, and political dimensions of designing a research proposal in SW 720, students begin to hone their skills in mono-method (quantitative or qualitative) and mixed-method data analyses in SW 721 or SW 820. Competencies they develop in these courses then inform their culminating experience (SW 895) or their master’s thesis (SW 898).

Curricular Road Map MSW IFG: Advanced/Specialization Year

<table>
<thead>
<tr>
<th>Second Year Fall Semester</th>
<th>Second Year Spring Semester</th>
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<tbody>
<tr>
<td>SW 701 Social Policy Analysis</td>
<td>SW 740 Field Work Instruction</td>
</tr>
<tr>
<td>SW 721 Evaluative Research OR</td>
<td>SW 741 Graduate Field Seminar</td>
</tr>
<tr>
<td>SW 820 Advanced Research Methods</td>
<td>SW 760 Social Work &amp; the Law (Elective)</td>
</tr>
<tr>
<td>SW 740 Field Work Instruction</td>
<td>SW 831 Advanced Social Casework</td>
</tr>
<tr>
<td>SW 741 Graduate Field Seminar</td>
<td>SW 895 Culminating Experience OR</td>
</tr>
<tr>
<td>SW 832 Social Group Work</td>
<td>SW 898 Master’s Thesis</td>
</tr>
<tr>
<td>SW 840 Wellness, Recovery &amp; Psychosocial Rehabilitation in Social Work and Mental Health (Elective)</td>
<td></td>
</tr>
<tr>
<td>SW 865 Social Work Practice in Public Schools (Elective)</td>
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</tbody>
</table>

Below are the descriptions of the courses in the specialist practice curriculum of the MSW program:

**SW 701 Social Policy Analysis.** This course covers a range of policy analytical models and frameworks that can be used to analyze social policy. The purposes, functions, and applications of policy models and analytical frameworks are addressed. Different types of policies (with diverse objectives, assumptions and impacts) are pinpointed, and policy models and analytical frameworks are applied to each. Frameworks for analysis are discussed in terms of their applications to and implications for all areas of practice. Strengths and weaknesses of the models and frameworks are identified, particularly in light of population diversity. New policy/program directions are explored, and action plans are developed.

**SW 721 Evaluative Research.** Evaluation research may be defined as the application of scientific principles, pragmatic methodologies and theories to identify, describe, conceptualize, measure, predict, change and control those factors or variables important to the development of effective human service delivery systems, institutional or community change, or any other endeavor that attempt to benefit or impact existing systems. This course delves on the mechanics of quantitative and qualitative data analysis, and validity and reliability testing of research instruments, and different paradigms that underpin varying research designs. Additionally, the course introduces
graduate social work students to quantitative and qualitative strategies for social research for program evaluation.

**SW 740 Field Work Instruction.** Application of the advanced practice behaviors and skills to a practice settings serving oppressed individuals, families and/or groups.

**SW 741 Graduate Field Seminar.** Evaluative seminar to enable graduate students to analyze their field experiences with attention paid to specialized practice skills. Conducted by faculty Field Liaison with the input of the agency field supervisor.

**SW 760 Social Work & the Law.** This course offers a framework for incorporating legal principals, systems and theories into a range of specific and interrelated urban social work practice settings. While the course covers topics of the law both directly and indirectly, the course is not meant to serve as, or replace, the need for professional legal advice. Nor is the course designed to aid social workers to eventually “take on the role” of attorneys; rather it is designed to support students to enhance their identity as professional social workers with the ability to conduct oneself accordingly. An understanding of professional roles, boundaries, professional demeanor, and the need for appropriate supervision and consultation will be emphasized throughout.

**SW 820 Advanced Research Methods.** This class provides students with the opportunity to apply concepts and skills for conducting research that were introduced last semester, and it continues preparing them to build knowledge in the profession of social work, using both qualitative and quantitative methods. The course builds on the first semester by engaging students in the selection and implementation of appropriate methodology and statistical tools for the analysis of data. These concepts and skills are applied to the further development of a research proposal, for which students laid the conceptual foundations in the Social Work 720 course. Students also apply these concepts and skills to the critical assessment of social work research on Latinos, African Americans, Asian Americans, and other diverse and oppressed populations.

**SW 831 Advanced Social Casework.** Advanced Social Casework builds on the generalist perspective and the basic familiarity with social work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation) in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Therefore, a focus of the advanced year is to relate a range of intervention theories to various client populations relevant to students' work concerns. Theoretical underpinnings are explored; our philosophical approach is to prefer empirically supported methods, but to be technically eclectic in technique selection. Attention is given to a range of change theories, intervention strategies, and therapeutic techniques employed at the individual, family, and group levels. Emphasis is placed on developing criteria for selection of intervention activities that are appropriate to the specific goals of treatment. Application of practice theories will be presented in the context of sensitivity to ethnic and minority groups. The functional analysis of behavior, data based treatment, and practitioner accountability is common elements in the approaches emphasized in this course.

**SW 832 Social Group Work.** This course covers the theories, principles and skills related to group dynamics and Developmental processes. Stages in the evolution of groups are explored, including planning, assessment, engagement, intervention and
evaluation. Emphasis will be placed on the social worker’s role through the beginning, middle and ending phases of different types of groups, such as those focused on personal and social development, task achievement, and mutual aid. Attention will be given to diverse practice settings, client populations, social issues and interpersonal concerns.

**SW 840 Wellness, Recovery & Psychosocial Rehabilitation in Social Work and Mental Health.** This course presents an integrative framework of values, principles, and skills for providing wellness, recovery and psychosocial rehabilitation services to individuals, families and communities. The underlying focus is a developmental process approach to facilitating well-being and realization of potential under complex and adverse personal experience circumstances. The ongoing dynamics of biological, psychological, socio-cultural and spiritual change are adopted as the context for facilitating ‘next step’ goals and activities. This course is additionally concerned with the participant's recognition of their own assumptions and values regarding mental illness, wellness, recovery, social rehabilitation and the distinctive set of personal areas of reflection and introspection that arise in helping people and families addressing both immediate and long term complexity and uncertainty. Classroom time is therefore also directed towards a consideration of the responsibilities as well as the dynamics of entering into the world of another individual's and/or family’s process. Throughout the course, participants are asked to envision and respond to the elements of ethnicity, generation, gender, sexual identification and ability process as these elements shape the professional discourse with clients. Throughout the course, participants are also asked to explore the area of social worker self-care, and the application of the concept of resilience to social work practice organized around the goals of wellness, recovery and social rehabilitation.

**SW 865 Social Work Practice in Public Schools.** This course is concerned with policies, theories, and principles underlying the practice of social work in public school settings. The focus of study will be on school social work as part of an interdisciplinary approach to resolving school-related problems, and on social workers as facilitators and advocates in aiding students, families, schools, and communities to achieve educational goals. The course is based on the generalist practice model of the first year and various social work practice perspective presented in the Individuals, Family, and Group’s Concentration. This course integrates information about how individual and family life cycle development, organizational dynamics, cross-cultural issues, and educational policy affect children’s school adjustment and their ability to learn effectively.

**SW 895 Culminating Experience.** The execution of an individual or group research/professional practice project reflecting student's interests and needs in working with oppressed communities.

**SW 898 Master's Thesis.** At the discretion of the faculty and on application of the student, consent may be given for the student to write an individual thesis. The thesis topic must fall within the social welfare field.

**12.3 CSWE Accreditation Standards Specific to Field Education**

The following Council on Social Work Education educational policy and accreditation standards (2015) govern the conceptualization, implementation, and evaluation of the SFSU School of Social Work Field Education Program:

**Educational Policy 2.2—Signature Pedagogy: Field Education**
Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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 Social Work Competencies. Field education may integrate forms of technology as a component of the program.

**Accreditation Standard 2.2—Field Education**

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains
contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its Field Instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field Instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a Field Instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its Field Instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field Instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a Field Instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and Field Instructors.

2.2.11 The program describes how its field education program 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.

12.4 Special Projects/Programs: Title IV-E, MHSA, IBH, PPSC
The SF State School of Social Work has several specialized programs that are administered through CalSWEC, the California Social Work Education Center, as well as a Pupil Personnel Services Credential Program.

Title IV-E Program
The Title IV-E Child Welfare Training Project was created to prepare Master of Social Work students for careers in public child welfare. San Francisco State University is part of a state-wide partnership developed by the California Social Work Education Center (CalSWEC) consisting of 18 graduate schools/programs of social work, the California Department of Social Services, and the fifty-eight counties in the State of California. CalSWEC is the fiscal agent for the Title IV-E Child Welfare Training Program, and receives Title IV-E training funds from the Federal government (Department of Health and Human Services). The project is driven by child welfare competencies that were developed by universities and county welfare directors. These competencies are integrated throughout the curriculum and are further enhanced by special workshops on current topics related to the field and other related course offerings. The academic objectives of this program are defined by the California Child Welfare Competencies produced by CalSWEC.
In addition to taking the required courses in the IFG specialized practice, Title IV-E students are required to enroll in SW 701 (Child Welfare Policy section) and SW 843 (Social Work with Children and Families). Their first year field placement must be in related county or non-profit program delivering services to Title IV-E eligible child welfare clients. The second year field placement must be in a county Child Welfare Department. Students complete the entire MSW Title IV-E Child Welfare Training Program, take specialized workshops or trainings on child welfare related issues, and attend special non-credit Title IV-E group meetings.

**Integrated Behavioral Health Stipend Program (IBH)**

CalSWEC has granted SFSU School of Social Work stipends to support second year MSW students interested in integrated behavioral health. The program’s central goal is to build regional capacity and infrastructure for the greater integration of behavioral health care and primary care services in communities in need. **Students receiving the IBH stipend are required to take SW 840, and a series of online courses and in-person sessions with Samuel Merritt University that emphasize inter-professional practice. Students are further required to have their second year, advanced field placement at a Federally Qualified Health Center and/or a site where primary care and behavioral health are in some way integrated/co-located. Funded through the Behavioral Health Workforce Education and Training (BHWET) initiative of the Health Resources and Services Administration (HRSA) since 2017, the IBH MSW Stipend Program utilizes a multi-level approach to training, resource development, and capacity building intended to support a sustainable plan to better integrate behavioral health care and primary care services across the Bay Area.**

**Pupil Personnel Service Credential (PPSC)**

The School of Social Work offers a Pupil Personnel Services Credential (PPSC) in Social Work to support the case management and mental health needs of students in our public schools. **One additional class is required for PPSC students: SW 865- Social Work Practice in Public Schools. Candidates must complete a field internship at a school and their supervisor must hold the PPSC. PPSC candidates must also pass the CBEST test to qualify for the credential.**