

Bachelors of Social Work Program

School of Social Work

College of Applied Sciences and Arts

San José State University

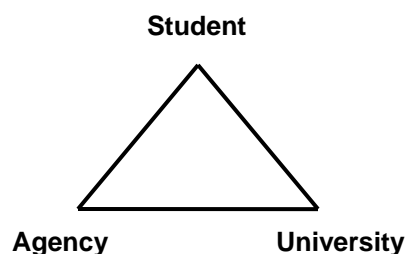
BASW Field Manual

2007-2008 AY

Field Education in the BASW Curriculum

Educational Partnership: University, Agency, and Student

Training future social workers is a three-way partnership between the University, the community agency, and the student. Because the practicum is the experience that integrates the theoretical knowledge with "doing", it is important that students are provided two social work mentors, one from the University known as the Faculty Field Liaison, and the other from the community agency known as the Field Instructor. Working relationships are maintained through agency visits, telephone contacts, and written communication. The goal of the partnership is to help students achieve the learning goals identified for the practicum (see Practicum Educational Goals) and the Student Outcomes that are consistent with those promoted by the Council on Social Work Education (see Curriculum Policy Statement). Students are encouraged to be active learners and seek guidance from their mentors.



In order to ensure consistency across structured social work learning opportunities and to coordinate the administration and evaluation of the BASW field program, the school has designated a Coordinator of Undergraduate Field Education. The coordinator is an MSW from an accredited school of social work. S/he is responsible for the overall management of the BASW field program including, but not limited to, the following: makes initial arrangements and plans with the agency for placement openings; orients agency Field Instructors; orients students to the field experience, provides all field materials to students and agency Field Instructors; assigns students to placement settings; assigns Faculty Field Liaisons; arranges field-based seminars for students and/or Field Instructors; develops policies and procedures to guide the field practicum sequence in an educationally sound manner; maintains agency information files; and prepares field program evaluation documents.

The BASW program maintains close reciprocal and on-going relationships with the social work community as part of the process of continuous evaluations of the field practicum curriculum. A Field Education Advisory Council is made up of interested Field Instructors. It meets yearly to review field materials and related curriculum. This Advisory Council offers important insights and suggestions and participates in the ongoing review of both field programs.

Responsibility of the BASW Program

1. To Field Work Agencies and Field Instructors:

- a. Designate a faculty member known as the Faculty Field Liaison, to act as a liaison between and among the BASW Program, the student, the Field Instructor and the agency;

- b. Plan orientations and meetings for Field Instructors to enhance the field education program. Invite participation of Field Instructors in on-going development of field education through the Field Advisory Council;
- c. Provide seminars on topics of interest to Field Instructors and maintain communication with agency Field Instructors regarding the BASW curriculum and its ongoing development;
- d. Provide support and assistance to the Field Instructor(s) to enhance the provision of an educationally focused field work placement;
- e. Take responsibility for establishing regularly scheduled meetings with the Faculty Field Liaison, Field Instructor and students;
- f. Decide matters of passing or failing grades, and eligibility for graduation;
- g. Decide on placement assignment, termination and/or transfer; and
- h. Maintain records of student's performance.

2. To students:

- a. Assess student learning needs and match with best available agency and Field Instructor to meet those needs;
- b. Prepare students for field placement through planned orientation programs;
- c. Provide a Faculty Field Liaison who will confer regularly with the student and Field Instructor to guide the educational process, and who will be a resource in solving any problems related to field work; and
- d. Ensure students are aware of the evaluation criteria used in the practicum and that each has access to the content of all evaluations made of him/her.

Responsibility of the Faculty Field Liaison

- 1. Is an MSW from an accredited program of social work;
- 2. Is the University's Instructor of Record and has ultimate responsibility for assigning passing or failing grades;
- 3. Insures that satisfactory progress in field work is being made by the student, and provides consultation or other assistance as necessary;
- 4. Maintains regular communication between the BASW Program and the agency serving as ambassador and/or ombudsman;

5. Participates in in-person, mid-semester conferences with the student and Field Instructor to discuss student progress and performance evaluations;
6. Participates in all student and Field Instructor orientations, field based seminars and other field meetings; and
7. Provides information to the Coordinator of Undergraduate Field Education concerning student(s) progress, changes occurring in field placement sites, and programmatic evaluations.

Responsibility of the Agency

1. Identify a Field Instructor who is an MSW or BASW with two years experience from an accredited school of social work, and grant the necessary time to supervise and instruct the student(s);
2. Plan with the Coordinator of Undergraduate Field Education a range of field experiences suitable to the student's needs;
3. Provide students with adequate work space, materials and transportation cost for agency work;
4. Provide new learning experiences and instruction through joint conferences and appropriate field work assignments; and
5. Provide the opportunity for students to work with minority clients in support of the mission of the BASW Program;

Responsibility of the Agency Field Instructor

1. Is an MSW, or BASW with two years experience from an accredited school of social work;
2. Negotiate an educational Practicum Learning Contract with each student for review and approval by the Faculty Field Liaison;
3. Orient the student(s) to the agency (See Appendix: Student Orientation to the Agency);
4. Schedule weekly supervisory sessions with each student for a minimum of one hour to review work progress and to guide the student's learning as a social worker;
5. Select cases and design other learning experiences that are appropriate for the student's level of skill, ability and maturity. Assist the student in integrating social work theory with practice;
6. Attend supervisory orientations and seminars arranged by the BASW Program;

7. Evaluate the student's performance and provide the BASW Program with written reports at mid-semester and at the end of each semester of field experience;
8. Consult with the Faculty Field Liaison regularly to share information and records concerning the student's progress; and
9. Prepare reports as may be required by the BASW Program.

Responsibility of the Student

1. Be an active learner by regularly seeking guidance from both the agency Field Instructor and the Faculty Field Liaison;
2. Meet weekly for a minimum of one hour of supervision with the agency Field Instructor;
3. Attend orientations, field-based seminars, and other meetings arranged by the BASW Program;
4. Negotiate an educational Practicum Learning Contract with the Field Instructor and in consultation with the Faculty Field Liaison;
5. Maintain the work schedule agreed upon with the agency including responsibilities over the Winter Inter-Session;
6. Meet requirements specified by the agency;
7. Participate in his/her evaluation;
8. Participate in mid-semester conferences with the Faculty Field Liaison and Field Instructor to discuss performance evaluations;
9. Complete all oral and written practicum course work and agency assignments in a timely manner;
10. Accomplish the goals of the Practicum Learning Contract successfully;
11. Complete the minimum number of placement hours; and
12. Practice within the NASW Code of Ethics.

The Baccalaureate Field Practicum

Purpose

The purpose of the baccalaureate practicum is to engage the students in supervised social work practice in order to apply and integrate foundation knowledge, skills, values and ethics to practice. The Field Practicum provides practical, service oriented experiences in which students can apply abstract, generalized knowledge to concrete, specific situations. Learning emerges from involvement with individuals, families, small groups, organizations and community. The BASW degree prepares its graduates for entry-level human service professional positions. Bilingual ability is highly desired by agencies seeking to hire professionals to serve the diverse populations in California.

Format

Students must have completed the entry level courses, ScWk 110, 120, and 130, with a grade of C or better in order to be admitted to the field practicum. In addition, students must receive a grade of Credit in ScWk 140, Preprofessional Experience in order to enter the field education program.

The Field Practicum (ScWk 141 and ScWk 142) is scheduled over two semesters. During each semester students are placed in one community agency under the supervision of a professional social worker who is their Field Instructor. The Field Instructor (FI) is required to meet weekly with each student for a minimum of one hour of supervision to help the student integrate course material into his/her own practice. Students spend two days (16 hours) per week in the agency learning about and participating in the functions of that agency. A minimum of 480 hours (240 per semester) of agency experience is required. Experience with client groups from an ethnic group different from that of the student is strongly desired. If student performance is marginal, then more than the minimum number of hours may be required for students to develop competency in designated areas of practice. The Field Practicum is taken concurrently with ScWk 111 during the Fall semester and ScWk 112 during the Spring semester. Faculty led Field Seminars are held (usually on campus) three times per semester.

II. LEARNING OBJECTIVES

The following educational objectives support the philosophy and curriculum of the social work program that is structured to provide students with the knowledge and skills for generalist social work practice with individuals, families, and groups within the context of their communities.

Upon completion of the Field Practicum, students, through written assignments and agency learning experiences will be able to:

- 1) Apply a generalist practice approach from a transcultural perspective in developing professional relationships with individuals, families and groups.

- 2) Demonstrate knowledge and critical thinking skill in using problem-solving approaches in initiating, implementing and terminating change effort with individuals, families and groups within organizations and in the context of the broader communities in which they are imbedded.
- 3) Demonstrate the ability to understand and work effectively within an organizational setting to promote changes using social work values and ethics.
- 4) Demonstrate the ability to communicate effectively both orally and in writing with persons from different racial, cultural and ethnic backgrounds, social class, age, gender, or sexual orientation.
- 5) Demonstrate an awareness of personal self and professional self, to show sensitivity to the ways in which personal issues affect professional practice.
- 6) Demonstrate cultural competence in their generalist social work practice with diverse populations at risk, and other disenfranchised, oppressed and marginalized groups.
- 7) Demonstrate knowledge and skills necessary to promote economic and social justice and the ability to identify action needed, and when appropriate, to develop and implement activities toward change.

Specific learning opportunities will vary according to the purpose and structure of the agency in which field instruction takes place. It is expected that students will gain experience in the methods of practiced which the agency can make available, which are consistent with the student's level of ability and learning needs, and which support the educational objectives of the BASW program. Broader exposure to social work practice will occur through collaborative efforts with other agencies and special seminars that may be designed as part of the experience.

Related Learning Activities

The selection of specific activities in which students will be involved is guided by the Field Instructor. This is accomplished in consultation with his/her agency administrator, peers, the BASW Coordinator of Field Education, the Faculty Field Liaison, and the students themselves. The BASW Program faculty recommends that students be assigned responsibilities as soon as possible in order to maximize their learning and to have a meaningful role in service delivery.

The following is a list of activities in which students may be involved in order to meet the field experience objectives. Activities are listed with the intention of providing students and Field Instructors with a basic framework from which to plan their work together. They are deliberately general in order to apply to all students and to all agencies regardless of their specific functions. The list is not meant to be all-inclusive, but, rather, a sampling upon which to expand.

- Reading materials related to the specialized function of the placement agency, and/or related services
- Reading case histories
- Visiting other agencies to interview appropriate staff for the purpose of developing resource and referral relationships
- Attending agency board meetings

- Observing interviews and/or group sessions conducted by other staff
- Conducting or co-conducting interviews in a variety of settings (homes, office, other agencies, workplaces, street) in order to: gather data about a problem; give information; ascertain attitudes, opinions, and feelings; recruit people to join groups or organizations; interest people into taking some action; secure support for a project; negotiate a contract; provide on-going support; help people explore alternatives for action or behavior patterns; or evaluate change efforts
- Organizing and leading or co-leading groups
- Participating on committees and assuming appropriate responsibilities, e.g., seeking and presenting information, preparing agendas, keeping minutes, making arrangements for meetings, chairing meetings
- Acting as a resource person for a citizen group (tenant association, block association, community group etc.)
- Accompanying clients to appointments (court hearings, clinics, school conferences, etc.) and acting as the client's advocate when necessary
- Organizing and participating in inter and intra-agency meetings or citizen meetings in order to plan strategy, select goals, or assign responsibility
- Participating in training and supervising volunteers
- Writing letters
- Writing Process Recordings of interviews and group sessions
- Preparing case summaries for record keeping, referral to other agencies, consultations, or staff conferences
- Developing beginning analytic skills in assessing organizations and communities and society
- Preparing reports for presentation at community meetings
- Giving oral reports
- Preparing training manuals
- Preparing materials for conferences with Field Instructors
- Attending meetings, legislative hearings related to broad social issues

- Assuming responsibility to analyze legislation, comprehensive plans, policy statements, and preparing issue oriented reports

Students Practicum Learning Contract

Because BASW Program faculty recognizes that each student and placement site has unique qualities, each student and his/her Field Instructor are asked to develop a written agreement or Practicum Learning Contract. This document encompasses the expectations of each in relation to teaching and learning objectives, assigned tasks, operating procedures, Winter Inter-session responsibilities, and issues around illness. Responsibility for negotiating and preparing the Practicum Learning Contract is shared between the Field Instructor and the student. The student is responsible for submitting it to his/her Faculty Field Liaison on the date indicated on the practicum calendar. This contract is used as a guideline by Field Instructors, students and the Faculty Field Liaison in planning field assignments and evaluating performance.

Fitness for the Profession Criteria

The faculty of the BASW Program believes that to truly understand and abide by professional ethics, values, and standards, students need a clear understanding of what these qualities mean. They are the essential characteristics and skills for use as points in professional performance evaluation. The following criteria of Fitness for the Profession are to be taken into consideration in all student evaluations and grades, both in academic course work and in the field practicum:

1. Interpersonal/Interactional Skills

- a. Ability to present self clearly;
- b. Ability to make appropriate and focused responses;
- c. Ability to differentiate personal and professional relationships (Professional/purposeful communication and affect);
- d. Ability to form and sustain collaborative relationships;
- e. Ability to assess one's own impact on others;
- f. Ability to take responsibility for one's own decisions; and
- g. Ability to hear and consider viewpoints different from one's own

2. Analytical Skills

- a. Ability to evaluate, modify and explain practice decisions;
- b. Ability to conceptualize, to discern the significance of interrelationships, and to draw generalizations;
- c. Ability to apply information from general to specific, and specific to general; and
- d. Ability to present ideas verbally and in writing clearly and concisely

3. Attitudes and Values

- a. Ability for self-direction and assuming responsibility for one's own learning;
- b. Ability and willingness to evaluate one's own professional goals, strengths and limitations;
- c. Ability and willingness to risk self in new experiences and groups; and
- d. Ability to demonstrate respect for different cultures and life styles

Agency Field Experience

Students are expected to carry a minimum of 1-3 cases for the Fall semester and a minimum of 3-5 cases for the Spring semester. Students are strongly encouraged to work with diverse ethnic and cultural groups. Students will be given the opportunity to observe and perform social work duties as part of direct and indirect practice under close supervision.

1. First Semester:

In the first semester of agency field work, the student is expected to develop an understanding of the structure of the agency in which the student is placed and the social problems addressed by the agency. Students are expected to demonstrate a beginning level generalist practice with individuals, families, small groups, organizations, and communities.

First Semester (Fall)

Week	Field Practicum Expectations: ScWk 141
1	Student reports to the agency and is assigned a work space. The student receives an orientation on the agency's goals and procedures. Student and the field instructor have their first supervisory conference, the student meets other agency staff and begins attending other meetings.
2	Student begins role as participant observer in agency which includes sharing of assignments with agency staff, field visits, studying case records, observing agency procedures, and beginning to develop an understanding of the community surrounding the agency.
3	Student is assigned cases with an emphasis on developing interviewing and recording skills, trust, and the beginning client-worker relationship (ongoing). Student is learning about the role of the agency in the community and developing skills in observation and data gathering (ongoing). Student is learning about community resources and about agency activities and procedures through hands on involvement, e.g. who refers, how clients are assigned, client's rights and limits of agency services (ongoing).

4	Student is now involved in direct services; e.g. provision of tangible aid, referral, support, information, and coordination. Discussion of student's learning experiences takes place in supervisory conferences.
5	Discussion of recording observations and assessment of problems in the client system(s).
6	Field instructor <u>will have completed educational assessment</u> of the student's abilities by the end of the sixth week. A learning contract will be developed with the student regarding his/her responsibilities and learning assignments. Students will be expected to be familiar with their agency, its goals, procedures and roles in the community; and their role as students in the agency (assignments and responsibilities) and other resources available in the community that they will be serving.
7	Beginning discussion of a group project to be implemented in the 2 nd semester.
8	Assignment of cases continues, enabling the student to deal with four cases providing information and referral and 3-5 providing ongoing case management.
9-12	Discussion of clients' reactions to student interventions and assessment of the helping relationship (ongoing).
13-15	Discussion of the student's ongoing cases and evaluation of change efforts. Students are involved in the end of semester evaluation. All the end of semester evaluations due to the Faculty Field Liaison so that grades can be recorded according to the prescribed university deadlines.

2. Second Semester:

In the second semester of agency field work, the student is expected to undertake greater responsibility and more independent activity. Wherever possible, exposure to group processes and experiencing or leading a group is encouraged. The student is also expected to analyze the community using a theory-based critical analysis, assess the resources and strengths of the community. Course work may be focused on the agency setting and the student's interest. Students are encouraged to consider electives which may enrich and compliment their field experience. ScWk 192, Social Work with Families, ScWk 195, Services to Children and Youth, or ScWk 197, Alcoholism, Substance Abuse and the Family.

Second Semester (Spring)

Week	Field Practicum Expectations: ScWk 142
1	Resumption of ongoing cases and the planning for the group experience.

2	Assignment of cases with greater responsibility. Planning for group experiences continues.
3	Discussion of cases, attendance at staff meetings or other possible involvement as feasible; i.e. working on one of the agency's committees. Planning for group work continues.
4	Discussion of case assignments, case plans and case recording. Implementation of on-going group experience.
5	Discussion of methods used in interviewing and the progress students are making in their intervention with client systems.
6-10	Discussion of client systems and the student's group experience.
11	Discussion of several of the student's learning experience. The beginning of the termination planning phase with client system(s)
12	Discussion of termination effects on client systems - transfer/closing summaries.
13	Discussion of client system reactions to termination or transfer; sharing evaluations; feedback on student's progress.
14	Evaluation shared with student and student concludes responsibilities at agency.
15	All evaluations due to Faculty Field Liaison. Practicum ends.

Evaluations

Evaluations are conducted as a continuous process and are part of regular on-going supervision. Evaluations are tools to measure professional competence. They involve the Field Instructor and individual students as both teacher and learner, respectively. Discussion of strengths and weaknesses, potentialities, etc., should not come as a surprise when formal evaluation sessions are held. Evaluation is a "shared" process. It is time to take stock and give the student feedback about his/her professional development. Students should sign the evaluation indicating that they have reviewed it. If a student does not agree with its content, he/she has the opportunity to append a response along with his/her signature.

1. Purposes for Evaluation

- a. Provide the student with assessment of progress toward the goals of acquiring knowledge, skills, and attitudes for professional practice;

- b. Give the student guidance, encouragement, and motivation to contribute to his/her own professional growth;
- c. Provide the BASW Program, through the Faculty Field Liaison, a written record of the student's field performance to justify the granting of grades and credit;
- d. Provide a basis for the BASW Program to plan succeeding field placements with the agency or for advising students and employees regarding employment positions upon graduation;

2. Evaluation Tools

- a. The Practicum Learning Contract;
- b. Monthly Field Reports, completed by students;
- c. A Process Recording each semester;
- d. Mid-Semester and Semester End Evaluations;
- e. Semester Papers
 - Fall: Agency Evaluation by Student
 - Spring: Integrative Paper and Agency Evaluation by Student
- f. Weekly individual supervision for a minimum of one hour;
- g. Group Supervision, when available;
- h. Agency visits by Faculty Field Liaison each semester; and
- i. Criteria of Fitness for the Profession.

Monthly Field Seminar Participations

The monthly field seminars led by the FFL will provide a supervised learning experience in a community based social service agency and will supplement the field practicum. Seminars are designed to integrate the knowledge, values, and skills presented in the classroom with the field practicum experience. In each seminar, students will be required to critically assess their own practice skills and discuss the dimensions of social work practice from their emerging professional experiences in the field.

The field seminar is a critical adjunct to the field experience. Students are mandated to attend a monthly field seminar during the semester. Students absent for lawful or legitimate reasons will be permitted to make-up a seminar in accordance with make-up policy^a. The following conditions provide the only acceptable reasons for a student's absence: 1) Illness of the student or an illness in the immediate family which requires the absence of the student from the seminar in which case the student's FFL may require a doctor's statement; 2) A death in the immediate family of the student; and 3) An absence for other reasons may be excused if, in the judgment of the student's FFL, circumstances warrant.

^a Make-up Policy: Student's FFL will assign the student an alternative assignment. The alternative assignment could be a written report about the missed topic of the field seminar. For example, if the student missed the seminar which addressed the transcultural perspective in his/her field placement work, the FFL may ask the student to write a paper on that topic. Failure to complete a makeup assignment will result in a No Credit grade which means you fail the entire field education course.

Grading

For the field practicum grading is granted as Credit/No Credit. There are no letter grades for the field experience. Ultimate responsibility for grading rests with the Faculty Field Liaison, who is the University's official instructor of record. Grade determination is made on the basis of: the Practicum Learning Contract, timely submission of Monthly Field Reports by students; Process Recordings submitted each semester; Mid-Semester and Semester End Student Evaluations; semester paper; weekly individual and group supervision with the agency Field instructor; consultations between the Field Instructor, the student, the Faculty Field Liaison, and/or the Coordinator of Undergraduate Field Education; and Fitness for the Profession criteria.

Grades of Incomplete may be granted at the discretion of the Faculty Field Liaison. University Policy states that a grade of Incomplete may be granted only for justifiable reasons and when the following criteria are met: if the student has completed 75% of the course work, and if the student is receiving a passing grade for the work already accomplished. Because the field practicum is sequential and occurs over two consecutive semesters, grades of Incomplete received in the Fall semester must be cleared before the beginning of the Spring semester in January. Grades of Incomplete received in the Spring semester must be cleared before the Fall semester begins.

Withdrawal occurs when a student formally leaves a practicum course prior to the final evaluation. In such instances, there will be no carry over of hours, i.e., no hours completed will be applied to the next enrollment in field.

Written notices are given to students exhibiting marginal performance in accordance with University policy. Such a notice must identify the areas of concern and notifies the student that he/she is in danger of failing the course. An individual *Notification of Academic or Professional Concern* form will be completed by the Faculty Field Liaison and distributed to the student, the Field Instructor and the Undergraduate Program Coordinator. The Field Instructor may initiate a Notification of Academic Concern report by discussing the concerns with the Faculty Field Liaison.

The Faculty Field Liaison, with the assistance of the student and the agency Field Instructor, may design an Interim Practicum Contract. The Interim Contract covers a period of two to three weeks and identifies the concern(s) about marginal performance; the steps necessary for the student to demonstrate improvement; the evaluation tools to measure the improvement; and is signed by all parties.

Disqualification from the Major

A grade of "No Credit" in a field practicum results in disqualification from the major. Successful completion of field work is essential for sanction as a beginning level social work practitioner (see Practicum Educational Goals, Fitness for the Profession Criteria, Evaluation Tools, and Student Outcomes).

Professional Liability Insurance

It is a requirement of the BASW Program that all students in the field practicum must be covered by professional liability insurance offered by NASW. Students are covered during the field education offered through the BASW Program and not for any paid work after completing ScWk 141 and ScWk 142. Social Work Program faculty are covered by the same policy as the students, but agency Field Instructors are not. They must seek liability coverage independently or through their employers.

A one-time only laboratory fee is charged students when they register for SwWk 141. The limits of liability for each claim/aggregate is \$250,000/\$500,000. Coverage features include (1) a no deductible plan of insurance against claims arising out of professional training, (2) protection against acts occurring during the policy period, even though the claim is submitted after the policy expired.

General Field Education Policies

Students planning to enter field practicum should have their schedule and personal affairs sufficiently arranged to permit them to devote 16 hours per week, generally on Tuesdays and Thursdays, for field education in a BASW program approved agency. A valid California driver's license and use of a vehicle is strongly recommended. Field placement settings, such as public schools or child welfare agencies, may require a criminal identification and investigation (CII) check of any student intern.

Students must pass ScWk 110, 120, and 130 with a grade of "C" or better and receive a grade of 'Credit' in ScWk 140, preprofessional experience, in order to be accepted into the field education program.

Field Practicum I and II (ScWk 141 and ScWk 142) demand a minimum commitment of 240 hours per semester. Students who do not meet the minimum standard of performance may be required to complete more hours of field work to gain the minimum competencies necessary for social work practice. **If a student receives NO CREDIT for either of the field practicum courses, s/he will be disqualified from the major.**

- 1. Transportation of Clients:** A student is responsible for his/her own transportation to and from the agency either in his/her own car or through public transportation. It is expected that the agency will assume the expense for all agency delegated activities that include travel, unless prevented by law or agency policy. The BASW Program does not reimburse students for field travel expenses. Any agency that requires students to transport clients must carry 'non-owned automobile' coverage. Students transporting agency clients, in agency vehicles or in a student's own vehicle, are advised to check agency policies pertaining to this practice, as well as, to ascertain the extent of their own automobile liability insurance. The University provides no liability in such instances.
- 2. Holiday, Vacations, Sick Leave:** Unless otherwise specified by the BASW Program, students in field placements are expected to observe the personnel practices established by the agency for its staff. Students are not expected to report to the agency on

University holidays. Students are expected to make up time lost for agency holidays that do not coincide with those of the University.

During the Winter Inter-Session (mid December through January) students may continue in placement through a mutually agreed upon plans between the agency and the student. The School supports student efforts to meet specific client/group or other professional work commitments. Consideration of the caseload responsibilities is necessary during the Winter Inter-Session. Students may not "bank" hours from the Winter Inter-Session for early completion of Spring semester field work hours. Field Practicum and practice courses must be taken concurrently.

Sick leave hours or days must be made up. In the Fall semester, make up days are permitted during the Winter Inter-Session with the approval of the Faculty Field Liaison. In the Spring semester missed field days must be completed by the last day of instruction of Spring semester.

Standards for the Selection of Placements

Selection of Agencies

In determining the suitability of an agency for field placement, the BASW Program attempts to assess not only the immediate interest, but the long term commitment of agency's administration. Interested agencies complete an agency profile application form and sign a contractual agreement with the BASW Program. During preliminary discussions, the following areas are considered: auspices, size of social work staff; ratio of trained to untrained workers, extent of community involvement, standards of practice, availability of qualified staff for field instruction, opportunity for transcultural practice, facilities for students (space, recording facilities, etc.), and the willingness of the agency to permit the Field Instructor sufficient time for student instruction. These criteria are reviewed with the agency periodically to assure that they continue to apply.

The criteria in evaluating agencies as field practicum settings are as follows:

1. The agency's philosophy of service and practice is compatible with the educational objectives of social work which embody the values and ethics of the profession;
2. The agency provides service delivery to Spanish-speaking, other ethnic minorities and high risk populations in support of the mission and curricular goals of the BASW Program;
3. Agencies selected for field practice by the BASW Program are in compliance with Title IV of the Civil Rights Act of 1964. It is policy of the BASW Program that in the delivery of services, no person shall be excluded from participation or denied benefits, or be otherwise subjected to discrimination under any program or activity of the agency on the basis of race, color, gender, age, national origin, or sexual preference;
4. The agency has earned qualified standing by the community and in the profession, and should qualify for membership in those local, state, or national accrediting organizations appropriate to a field of service;
5. The administration and staff are committed to an instructional program in social work as a significant function and responsibility of the agency. This is demonstrated by the agency providing appropriate BASW learning experiences and by providing release time for Field Instruction;
6. The social work staff of the agency is of sufficient size to maintain and develop the basic program of the agency without reliance on students;
7. The agency program is broad enough to allow for a variety of learning experiences for students;

8. The agency staff has an understanding of and commitment to the mission of the BASW Program and its objectives for students. This included transcultural practice and services to individuals, families, groups and community;
9. The agency agrees to sign an agreement with the BASW Program and San José State University to define mutual purpose and responsibilities in field instruction;
10. The agency is willing to educate BASW students;
11. The agency demonstrates an active interest in research through its willingness to provide opportunities for students to engage in research projects that may be required by the BASW Program;
12. The agency makes available the necessary means for students to effectively perform the assigned tasks, e.g., desk space, telephones, supplies, computer/fax access, transportation costs, clerical services, interviewing facilities, etc; and
13. The agency agrees that the student will be able to use and share agency case materials and learning experiences. Client's confidentiality will be protected.

Selection of Field Instructor

Upon the recommendation of the agency executive, the potential Field Instructor submits a resume and Field Instructor profile, which are considered his/her application. The potential Field Instructor's decision to teach should be a voluntary one. It should be based on personal interest and commitment, rather than in response to fulfilling an agency assignment. An interview is arranged with the potential Field Instructor by a designated Faculty Field Liaison to evaluate interest and clarify educational goals. The following criteria are used in the selection of Field Instructors:

1. At the undergraduate level, Field Instructors must have demonstrated competence in their area(s) of practice by: holding a master's degree from an accredited program in social work or holding a bachelor's degree in social work/social welfare from an accredited undergraduate program and two years supervisory experience.
2. The Field Instructor is employed by the placement agency for a minimum of eight hours per week.
3. A demonstration of professional competence and an interest in engaging in professional social work education as a teacher.
4. An understanding of the objectives of the BASW Program at San José State University and a willingness to contribute to its mission and its goals.
5. The Field Instructor is willing and able to devote sufficient time to:

- a. Plan student learning experiences consistent with the student's needs, readiness, and learning objectives;
 - b. Provide the student with appropriate, regularly scheduled supervision for a minimum of one hour weekly;
 - c. Inform him/herself about the student's educational program by reviewing curriculum material;
 - d. Confer with the Faculty Field Liaison at regular intervals;
 - e. Participate in orientations, meetings, trainings, and other events that may be offered periodically by the BASW Program; and
 - f. Complete written student evaluations and other documents as may be requested by the BASW Field Education Program.
6. A commitment to remain with the student for the entire time of his/her placement. Should the Field Instructor be anticipating a change of position, s/he should delay supervision.

Placement Process

Students who have met the academic and experiential prerequisites must apply for field placement by completing a Field Placement Application and Agreement form. The cohort of students who meet the prerequisites and are seeking field placement each academic year are invited to a placement interview conference at the end of the semester before the senior year, whereby students seeking placement and field instructors and/or agency representatives providing field internships meet to discuss interests, opportunities and challenges. Both students and Field Instructors complete a list of persons interviewed and their priorities for placements. Within the next few months, the BASW Coordinator of Field Education and designated Field Faculty Liaison meet to match the priorities of both students and Field Instructors. When a match is not possible, personal interviews and follow-up with both students and Field Instructors are conducted until a placement is made.

Every effort is made to place students who live in the surrounding geographic area (Santa Cruz, Monterey or Alameda Counties) within their area.

Use of Employment as Placement

Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas specified by the Curriculum Policy Statement (B6.3-6.1).

Generally, a student's place of employment is not acceptable as a field placement. Petitions from employers who wish to provide field placements for their employees must include a written rationale justifying their request and should include: 1) identification of the student's current employment assignments and the skills demanded in this work role; 2) the student's expectations

and learning goals in developing an on-site field placement arrangement; 3) a description of the field placement service unit/program which must be different than the student's employment assigned tasks; and identification of the agency field placement supervisor who must be a different professional staff person from the employment supervisor. In addition, the employment supervisor and the agency director must approve the re-assignment of the employed student as a student intern for two days per week, and the agency Field Instructor must develop and submit a formal learning agreement signed by the Field Instructor and the student to the Coordinator of Field Education.

Change of Placement Requests

A change in field placement assignment will not be permitted after the student has started his/her placement. The only exception is an irresolvable issue. Because it is very difficult to develop an adequate learning experience for a student in a new placement in mid-semester or mid-year, requests for changes of placement must involve active participation of the Faculty Field Liaison. The final decision about a change is made by the Coordinator of Undergraduate Field Education.

1. Procedures to assess a student's request for a change in placement:
 - a. The Faculty Field Liaison must be informed immediately if an issue develops that potentially affects a student's continued placement;
 - b. The Faculty Field Liaison/student/Field Instructor have a conference(s) to resolve the issue;
 - c. If the issue is not resolved, a student must submit a written request to the Faculty Field Liaison stating the reason for the request and the steps attempted to resolve it;
 - d. The Faculty Field Liaison forwards the request to the Coordinator of Undergraduate Field Education with a recommendation;
 - e. After review and consultation with the Faculty Field Liaison, and if necessary the Field Education Committee, the Coordinator of Undergraduate Field Education approves or disapproves the request for termination. The Coordinator of Undergraduate Field Education will communicate the decision to the Faculty Field Liaison, the student and the agency; and
 - f. The Coordinator of Undergraduate Field Education and/or the assigned Faculty Field Liaison develops a new placement for the student if the request is approved. The Coordinator of Undergraduate Field Education follows through on problem resolution with the three parties if the request is denied.
2. Procedures to assess an agency's request for a change in assigned student:
 - a. The Faculty Field Liaison is notified immediately by the agency if an issue develops that jeopardizes the student's continued placement.
 - b. The Faculty Field Liaison/student/Field Instructor conference: If placement is jeopardized because of a student's behavior, the Faculty Field Liaison will facilitate the process by developing specific behavior expectations which the student must meet if the placement is to be continued. A 2-3 week period of time will be specified during which the student must meet the expectations. A formal and written Interim Practicum Learning Contract documents the expectations and consequences.

- c. A follow-up conference is held by the Faculty Field Liaison with the student and the Field Instructor. The plans in the previous conference will be evaluated. If the student has met the expectations, the placement will continue. If not, alternative plans/expectations may be formulated or the placement may be terminated.