SCHOOL OF SOCIAL WORK

COLLEGE OF HEALTH & HUMAN SERVICES

GRADUATE STUDENT FIELD EDUCATION MANUAL

2022-2023

California State University, Long Beach (CSULB)
College of Health and Human Services (CHHS)
School of Social Work (SSW)
Field Education

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TABLE OF CONTENTS

I. THE FIELD EDUCATION SEQUENCE.....1

A. Purpose and Objectives of the Field Education Sequence…1

B. Organization of Field Education…2
1. Academic Year Model (AY)…3
2. Advanced Standing Model (ADV)…3
3. MSW Distance Education Degree Program (DE)…3

C. Special Programs…4
1. California Social Work Education Center (CalSWEC)–Child Welfare…4
2. Los Angeles County Department of Mental Health Stipend Program…4
3. Geriatric Social Work Education Consortium (GSWEC)…5
4. LADCFS + UCLA Academy of Workforce Excellence…5
5. Pupil Personnel Services Credential (PPSC)…5

D. Policies and Procedures…6
1. Eligibility for Enrollment in Field Education…6
2. Sequencing in Field Education…7
3. Social Media Guidelines…7
4. Additional Requirements …8
   a. Hours…8
   b. Attendance and Absence…9
   c. Confidentiality…9
   d. Travel and Travel Expenses…10
   e. Use of Cellular Telephones…10
   f. Holidays…10
   g. Strikes…11
   h. Disasters…11

E. Risk Management…11
1. Reporting Field-Related Incidents or Illnesses…11
2. Emergency Contact/Faculty-On-Duty (FOD)…12
3. Safety in Field Education, Agency Protocols, and Orientation Checklist…13
4. Security of Belongings and Office/Building Security…13
5. Working with Clients…13
   a. Special Circumstances…13
   b. Agency Staffing…14
   c. Office Meetings…14
   d. Home Visits…14
   e. Travel by Car, Foot, or Public Transportation…14
   f. Appearance and Dress…15
6. Workers' Compensation…15
7. Liability Insurance…15

F. Equal Access and Opportunity…16
1. CSULB Office of Equity and Diversity…16
2. Title IX Program and Pregnancy… 17

3. CSULB Bob Murphy Access Center…17

II. THE STRUCTURE OF FIELD EDUCATION.....17

A. Integrative Field Seminar…17
1. Overview and Objectives…17
2. Field Seminar Structure…18
3. Attendance and Accountability…18
4. Seminar Content and Assignments…19
5. Grading…19

B. Placement Procedures…20
1. First-Year Field Placement…20
2. Advanced Standing Field Placement…20
3. Second-Year Field Placement…20
4. Inability to Match Students with Field Placements…21
   a. First-Year Students…21
   b. Second-Year Students…22
   c. Advanced Standing Students…22
5. Use of Agency of Employment as a Field Placement…22

C. Field Faculty and Staff Responsibilities…23
1. Director of Field Education…23
2. CalSWEC Child Welfare Project Coordinator…24
3. Distance Education Site Coordinators**:** Ventura and Sonoma…24
4. LA Department of Children + UCLA Academy of Workforce Excellence…25
5. Geriatric Social Work Education Consortium (GSWEC) Coordinator…25
6. Pupil Personnel Services Credential (PPSC) Coordinator…25
7. Field Liaison/Seminar Instructors…26
8. Administrative Support Staff…27

D. Field Placement Agencies…27
1. Overview…27
2. Recruitment…27
3. Assessment and Selection…27
4. Agency Responsibilities…28

E. Field Instructors…28
1. Responsibilities…28
2. Selection…29
3. Orientation and Training…30
4. Preceptors…31
5. Field Instructor Appreciation… 32

III. FIELD EDUCATION EXPECTATIONS, REQUIREMENTS, AND GRADING..... 32

A. First-Year Expectations…32

B. Second-Year Expectations…33
1. Micro Practice Focus…33
2. Macro Focus…33

C. Advanced Standing Practice Expectations…34

D. Learning Agreement/Orientation Checklist/Comprehensive Skills Evaluation…35

E. Educationally Based Recording Requirements…35

F. Interim Progress Report…36

G. Grading…36

H. Student Commitments…36

IV. RESOLUTION OF FIELD INTERNSHIP PROBLEMS..... 38

A. Problem Identification…38

B. Achieving Field Education Outcomes…40

C. Field Placement Reassignment…42

D. Additional Performance Plan…42

E. Dismissal from Agency…42

F. Dismissal from MSW Program…43

V. COMMUNITY SUPPORT AND COLLABORATION..... 43

A. Joint Field Faculty Meetings and Events (Local, State, National) …43

B. "Heart of Social Work" Award…43

VI. SUPPLEMENTAL INFORMATION

A. Safety Tips…44

B. *Code of Ethics* of the National Association of Social Workers…47

C. CSULB Office of Counseling and Psychological Services: List of Warning Signs Behaviors…67

D. Guidelines for the Use of Social Media: Field Education Program…69

E. COVID-19 Release of Liability, Safety Guidelines and Telehealth…73

F. Authorization to Release Student Education Records/Information…77

GRADUATE STUDENT FIELD EDUCATION MANUAL

I. THE FIELD EDUCATION SEQUENCE

Field Education has been identified by the Council on Social Work Education (CSWE) as the signature pedagogy, defined as “the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.” As such, CSWE goes on to explain that “the intent of Field Education is to connect the theoretical and conceptual contribution of the classroom with the practical World of practice setting.”

A. Purpose and Objectives of the Field Education Sequence

The School of Social Work Field Education program is designed to provide new and challenging experiences for social work students, and to maximize learning opportunities. The program engages students in supervised direct service activities at micro- and macro- levels, and provides practice experiences in application of theory and skills acquired in all foundation areas. Students are prepared for entry into a specialized population specialization area of practice, with the ability to utilize a variety of intervention techniques in a range of settings with diverse populations.

A variety of public, private, and for-profit agencies and organizations in Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara, Ventura, and Sonoma counties provide internships for our campus students, and for our Distance Education students.

Field education agencies reflect the diverse settings in which social workers are employed, such as aging, disabilities, child welfare, health, housing, mental health, and probation. The selected agencies and their respective field instructors and preceptors have a major role in the professional and personal development of students. They provide an essential range of learning opportunities within the context of the dynamic and ever-changing service needs of the communities they serve.

The School's field education objectives are guided by and consistent with the overall objectives of the MSW program and the School's mission statement. Students are given both broad and specific opportunities to be able to:

- Integrate and apply knowledge, values, and intervention skills to multicultural practice with diverse populations, and develop the skills to translate theory into practice.
- Develop the ability to select the practice and/or intervention approach that would best serve the individual and/or population group, including micro and macro strategies.
- Develop advanced knowledge, skills, and abilities within a multicultural context in a specialized specialization area of practice.
- Develop an understanding and competent level of skill in a variety of social work methods and modalities in direct practice arenas; students who select an administrative focus in their second field internship period will develop a competent level of practice skills across the management/administration continuum.
- Develop an understanding of and demonstrate a commitment to professional social work values and ethics, based on the National Association of Social Workers "Code of Ethics" www.socialworkers.org
- Develop the capacity for self-evaluation and autonomy.
- Learn effective collaboration techniques with other professionals in the service of clients.
- Develop an understanding of service delivery systems and the role of social workers in facilitating organizational and policy changes that are sensitive to the needs of ethnic,

sexual minority, and other oppressed populations.

- Integrate course work theory and research into direct application and practice within an agency.
- Demonstrate ability to evaluate one's own practice through appropriate research methods.
- Contribute knowledge from the field education experience to the classroom for the purpose of mutual sharing.
- Have exposure to and experience with the full range of practice activities on the continuum of social work practice in either *direct practice*, i.e., information and referral, networking, case management, comprehensive psychosocial assessments, diagnostic assessments, treatment planning, crisis intervention, short-term casework, long-term casework, community outreach, and advocacy; or, in *administrative*, i.e., program planning, program development, program evaluation, budget procedures, staff development, personnel policies, supervision, needs assessments, mezzo- and macro-change strategies in internship settings.
- Work with individuals and families and facilitate or co-facilitate a group situation.
- Collaborate with other agency professional staff.
- Develop knowledge of agency structure, mission, and interdependence with the surrounding community.
- Participate in case conferences, including multidisciplinary conferences, or in multidisciplinary planning conferences and activities, where applicable.
- Receive a minimum of one hour of individual supervision from the field instructor each week (in addition to group supervision); additional supervision may be provided by the preceptor.
- In the first year of field internship, have 50 percent of time in direct practice areas, to include interventions with individuals, families, and groups, and collateral telephone contacts; the remainder of field hours will involve supervision, staff/agency meetings, in-service training, documentation, community/agency interface, and collaboration activities.
- In the second year of field internship, have either a *direct practice* internship or an *administrative/macro* internship. In a direct practice internship, 50 percent of the students' time will include interventions with individuals, families, and groups, and collateral telephone contacts; in an administrative internship, 50 percent of the students' time will involve program planning, program development, and administrative activities.

B. Organization of Field Education

The traditional Academic Year consists of four semesters over 2 years, with classroom and field beginning at the end of August/early September and ending in mid-May. Emphasis in the first year of field is placed upon developing the foundation of appropriate social work practice skills and knowledge, which includes developing relationships, acquiring interviewing skills, mastering beginning psychosocial assessment, making diagnostic assessments, and developing intervention skills.

During the second year, students are expected to develop an increased insight and depth of understanding of agency and client systems and social work practice skills. Students may select either a direct practice or macro practice internship (or a combination, as available). The field integrative seminar meets weekly in the first year of field education, and every other week in the second year. The field seminars are the vehicle for the integration of classroom and field learning, including the integration of social work values and ethics. The seminar, which is classroom based and mandatory, provides an opportunity for students to examine and understand their professional roles, assists them in understanding the dynamics of personal

change, and helps them in the examination and integration of personal and professional values.

Each of the following program models has a strong field education component:

1. Academic Year Model (AY)

This model parallels the Academic Year schedule. Students take required and elective courses, including the required Field Education courses. The Field Education sequence provides six units of academic credit each year, for a total of 12 units of academic credit. Each internship requires a minimum of 500 hours in an agency setting, or 16 hours per week, for a total of a minimum of 1000 hours of field education. No credit is given for any student's prior work or educational/life experiences. During the second year of field, seminars meet every other week.

Students have two field education internships in two different agencies during their course of study. Regardless of the size of the agency and the availability of multiple geographic locations and/or programs, the agency can be utilized as an internship site for only one of the two periods of field education.

2. Advanced Standing Model (ADV)

This program is designed to facilitate completion of MSW degree requirements for students who have earned a Bachelor's degree in Social Work (BASW or BSW). The ADV Program eliminates the redundancy of repeating core social work concepts taught at the BASW level, such as values, ethics, and methods of practice, which are also taught during the first year of the MSW program.

Upon successful completion of an intensive Summer Bridge program, which includes 160 hours of field education, the core content from the first year of the traditional MSW program (or 30 units) will be waived and students will be Advanced to Candidacy to begin year two of the Academic Year MSW program curriculum.

3. MSW Distance Education Degree Program (DE)

This program helps fulfill our mission of being responsive to the needs of agencies and their clients, along with communities, students, and the profession of social work. The DE program typically serves rural, suburban, or semi-rural areas of California that often are impacted by the lack of professionally trained and educated MSW social workers. Most MSW graduate programs are located in urban centers where students are likely to remain after graduation.

Working closely and cooperatively with other California State University campuses, a three-year curriculum based on the School's Child & Family Well-being specialization is offered in selected locations throughout California. Admission to the program is based on the same School of Social Work criteria that are applied to applicants for the Long Beach campus. Enrolled students will complete the same 60-unit curriculum, including field education, within 3 years.

The program is funded in part by Title IV-E through the California Social Work Education Center (CalSWEC)–Child Welfare to train master's-level social workers to work in public child welfare.

All policies, guidelines, expectations, and requirements outlined in this *Field Education Manual* apply to students in the DE program. Each DE location has a Site Coordinator, who works with Long Beach campus field faculty to ensure a positive Field Education experience for students and their agencies.

C. Special Programs

1. California Social Work Education Center (CalSWEC)–Child Welfare Training Program

This program is a unique partnership between social work education and the publicly supported child welfare. The CalSWEC program mission and goal is to help re-professionalize public child welfare. The intent of the program is to strengthen and enhance the quality of practice by increasing the number of professionally trained and educated public child welfare social workers.

Selected students receive a stipend, generally for two years, funded through Title IV-E monies from the federal government that have been designated for child welfare training. They participate in specialized training seminars and activities throughout the year. Students complete a seminar series of presentations on child welfare skills and are involved in a specialized child welfare job fair. Additional requirements include a course in child welfare and if thesis is selected must relate to some aspect of child welfare.

Students must commit to work in a State of California public child welfare agency for a minimum of one year for every year of support received. Students in the CalSWEC-Child Welfare program do one of their internships in a public child welfare agency and one year in a private nonprofit agency serving Title IV-E children. (In this case, IV-E refers to clients who either have an open case with child protective services, at risk of an open case, or receiving specialized services to support the needs of children and families.)

Support for part-time students is limited to current employees of county Departments of Social Services or the California Department of Social Services. Students receive full tuition and fees, costs for required books, and a travel allowance for each day of class or field. They must return to their agency of employment and give 1 year of employment for each year of financial support they receive.

To be eligible for a CalSWEC-Child Welfare stipend, students must first be admitted into the MSW program, after which they submit an application. They are then interviewed and asked specific questions designed to ascertain their level of interest in and commitment to a career in public child welfare. Priority is given to applicants who reflect the diverse client populations currently served by child welfare agencies in California. Fluency in a high-demand language is also given priority. Years of service and other child welfare experience weigh significantly into the selection process.

2. Los Angeles County Department of Mental Health Stipend Program

This program provides stipends for Integrated Health specialization graduate students interested in careers in public mental health. Students who are accepted into the Integrated Health specialization are not guarantee admittance into the mental health stipend program. Students entering their second year of internship who are willing and able to be placed at county and county-contracted mental health outpatient agencies are eligible to apply for this program.

Students who complete this program are required to secure employment in a county or county-

contracted agency immediately after graduation.

3. Geriatric Social Work Education Consortium (GSWEC)

This program provides specialized geriatric training and stipends for Adulthood & Aging specialization graduate social work students who have completed their first year of field internship, apply and get accepted into the program. Advanced Standing students in the Adulthood & Aging specialization are also eligible to apply to GSWEC with limited agency availability. Students who are accepted into the Adulthood & Aging specialization are not guarantee admittance into the GSWEC stipend program. GSWEC is a program of the Partners-In-Care Foundation (PCF) and is funded by agencies who commit to pay student stipends.

The PCF collaborates with area schools of social work to provide this unique training opportunity. Didactic learning and practice interventions are combined to train the interns to meet the challenges of geriatric social workers for the twenty-first century. Applications are received once a year, early in the spring semester. Students visit the various agencies and are interviewed by GSWEC staff. If accepted, students are then placed at one of these comprehensive social service agencies for their second field experience and receive a stipend. If accepted, Advanced Standing students complete their year-long internship at a GSWEC agency. There is no payback requirement after graduation.

4. LADCFS + UCLA Academy of Workforce Excellence

Los Angeles Department Children and Family Services + UCLA Academy of Workforce Excellence is a specialized training program in public child welfare available in the MSW program. The LA Department of Children and Family Services + UCLA Academy of Workforce Excellence training project is a collaborative endeavor between the Los Angeles County Department of Children and Family Services (DCFS) and the graduate programs of social work at CSULB, UCLA, USC, CSULA, CSUN and CSUDH. The overall goal of this collaborative project is to increase the professional skills and knowledge of Los Angeles County public child welfare workers. The Workforce Excellence training project at CSULB is designed to prepare social work student interns in the most innovative and current programs at designated DCFS Regional Offices. The stipends are funded for one year for students enrolled in the 2-year or 3-year MSW program, with a specialization in Child and Family Well-Being and must apply to the program. Students who are accepted into the Child and Family Well-Being specialization are not guarantee admittance into the LADCFS + UCLA Academy of Workforce Excellence stipend program. Students will enter employment with Los Angeles County, Department of Children and Family Services upon graduation. Two-year students may apply for their second-year internship. Three-year students may apply to the program for their second-year internship placement. Students who work at DCFS or are currently (or have been) CalSWEC students are not eligible. Interested candidates must complete an application process.

5. Pupil Personnel Services Credential (PPSC)

The School of Social Work is approved by the California Commission on Teacher Credentialing as a site to offer the PPSC, with specializations in School Social Work and Child Welfare and Attendance. This credential program was developed to meet the increasing demand for services to children and families within the context of public pre-kindergarten through 12th grade educational system.

Students in the Child & Family Well-being specialization wishing to acquire a credential in school social work and child welfare and attendance must apply and be accepted by the School

of Social Work and an approved PPSC school site. Students who are accepted into the Child and Family Well-Being specialization are not guaranteed admittance into the PPSC program. PPSC students must complete a 600-hour field internship in an approved school site under a PPSC-credentialed field instructor's supervision. This is available for second-year field students as well as Advanced Standing students. The credential covers pre-kindergarten through 12th-grade services in public, charter, and some alternative educational settings. Students must attend a PPSC orientation, complete an application including a personal statement, acquire a certificate of clearance from the State of California, Commission on Teacher Credentialing, and be accepted into the program in the year prior to second-year internship. If accepted to the PPSC program, students must also complete the School Social Work elective and attend a series of workshops regarding additional curriculum issues related to school social work. CalSWEC students are not permitted to apply for PPSC.

D. Policies and Procedures

1. Eligibility for Enrollment in Field Education

To enroll in the Field Education Sequence, students must have completed all required pre-requisite classes and must be enrolled in the co-requisite practice classes. The schedule of concurrent field and practice courses follows:

Field Course	Practice Course
SW 596 A Foundation Field Education I	SW 500 Foundation Social Work Micro Practice Skills and Interventions SW 570 Foundation Social Work Practice: Skills and Interventions with Groups
SW 596 B Foundation Field Education II	SW 592 Foundation Social Work Macro Practice Skills and Interventions
SW 680 A Advanced Field Education I	SW 620 Advanced Social Work Practice: Child and Family Well-being ***-OR-*** SW 630 Advanced Social Work Practice: Adulthood and Aging ***-OR-*** SW 650 Advanced Social Work Practice: Integrated Health
SW 680 B Advanced Field Education II	SW 670 Social Work Leadership and Management

Field internships begin in fall semester for the Academic Year model, and early June for the Advanced Standing model.

Most agencies require completion of certain clearances before an internship can begin. These may include: medical clearances, including drug and TB testing; measles vaccinations; fingerprinting; character clearances; and proof of specific required training. Students placed in agencies requiring these clearances are responsible for completing them and submitting the necessary paperwork in order to begin their field internship. Students may be required to cover the costs of these clearances.

2. Sequencing in Field Education

Students who withdraw from Field Education courses (which include the seminar and field internship) during any semester in which they are enrolled will be required to withdraw from their concurrent practice classes. The special circumstances necessitating the discontinuance of field education will be discussed with their seminar instructor/liaison, the Director and/or Assistant Director of Field Education, and the Associate Director and Graduate Advisor of the School. The aim is to make appropriate arrangements regarding the specifics and timing of the student's re-entry into the Field Education sequence.

Prior to the student's re-entry, a meeting may be held with the student, the Director or Assistant Director of Field Education. The purpose of the meeting is to re-establish readiness to enter the field, to review coursework, and to make final arrangements for the field internship. Students must enroll in the Field Education course according to the sequenced position of field in the model of the MSW program to which they have been admitted (i.e., 2-year, 3-year).

Students who find it necessary to defer their enrollment in field education due to extenuating circumstances (i.e., illness, personal emergency, etc.) must discuss this issue with their liaison and respective placement. The issue will be discussed with the Director or Assistant Director of Field Education, who will take the request forward to the Associate Director and Graduate Advisor for approval. The course schedule must be adjusted to reflect how appropriate concurrent courses will be scheduled.

3. Social Media Guidelines

“Social media channels, such as Facebook, Twitter, YouTube, Instagram, Flickr, Second Life and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored.

- “Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, informed consent (Standard 1.03), conflicts of interest (Standard 1.06) privacy and confidentiality (Standard 1.07), unethical conduct of colleagues (Standard 2.10), supervision and consultation (Standard 3.01), and education and training (Standard 3.02) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges” (SDSU Guidelines for the Use of Social Media).
- Students should recognize that digital and internet-based social networks and communications are not necessarily private and may cause boundary confusion and inappropriate dual relationships. They should take steps to prevent client access to their online social networks.
- Students who use online and digital tools should be aware of how their communications, messages, and postings may be perceived by clients, colleagues, faculty, administrators, and members of the general public. They should take steps to prevent any online or digital communications or postings that are unethical for a professional

social worker.

- Students should carefully consider the potential implications of posting personal information online or through other digital means.

4. Additional Requirements

a. Hours

i. Students must complete a minimum of 1000 hours of field internship during the course of the MSW program. Two 500-hour internships are completed in two different social work agencies. Advanced Standing students are required to complete 660 hours in *one* agency. Pupil Personnel Services Credential students complete 600 hours during their second year of internship.

ii. Students spend 16 hours per week in field internships in the AY and ADV models. Some agencies require students to complete 20 hours per week in field internships.

iii. Field internship hours are scheduled during full-functioning agency hours of operation, between 8am and 5pm, Monday through Friday. These hours are to meet the needs of the agency. Some agencies have limited evening hours (typically until 7 or 8pm). Students must have **at least** one full 8-hour weekday available for field. The other 8 hours may be divided into a minimum of two 4-hour days. **3-year students must be available for classes on Monday and Wednesday evenings, as well as Saturdays. Therefore, Saturday cannot be a field day for 3-year students.** All schedules must meet the field instructors' and field faculty approval, and reflect hours of normal agency operation when clients are seen.

iv. Internship hours will be clocked throughout the Academic Year. Orientation and/or training hours may count toward field hours depending on agency policy. Hours cannot be transferred from fall to spring semester. Students may not "bank" hours and complete field prior to the end of the field education period. Hours completed may be transferred to a new agency. This is handled on a case-by-case basis. Extra hours cannot be transferred from one year to another.

v. Students are expected to adhere to the Field Education Calendar for all field activities, including beginning and ending dates of field internships, and identified winter/spring break periods. Any variation requires clearance from the field instructor and liaison, with written notification to the Director of Field Education.

vi. University holidays are indicated on the Field Calendar, and typically include: Veterans' Day, Thanksgiving, Winter Break, Martin Luther King Day, Caesar Chavez Day, and Spring Break. Students are not required to be in field on university holidays; however, arrangements must be made with the field instructor regarding potential client issues. (See: 3.a.viii.)

vii. If a field day falls upon an agency-observed holiday that is not observed by the university, students must make up the missed hours.

viii. All students are expected to maintain continuity of service for their clients during university break periods, i.e., winter and spring breaks. Students are instructed to discuss their cases with their field instructors to ensure that client continuity and professional level of social work service will be provided during any absence over break periods.

ix. Some agencies may be able to offer students extended experience as paid or volunteer staff following the field internship period. These situations are handled

directly between the agency and the student, and the university is not involved with—nor responsibility for—the student. Hours worked under these circumstances may not be counted for subsequent field internship hours. *The university's insurance coverage for students does not remain in effect in these situations.*

x. Students are expected to remain in the same internship for the entire field period. If a situation develops where a change is necessary or advisable, specific steps will be taken to address the need for and subsequent transition.

xi. If a change of agency must occur, students must complete a minimum of 167 hours (1/3 of 500 hours) in the new agency.

xii. In a case where the student withdraws from field, the hours accumulated will not be counted as part of the required 500 hours when the student re-enters field the following year.

b. Attendance and Absence

i. Students are expected to comply with the normal working hours, personnel policies, and practices of the field internship agency in which they are placed.

ii. Any anticipated, necessary absences must be negotiated with the field instructor and liaison as early as possible, and must include plans to make up the time.

iii. In the event of unanticipated absences (illnesses or emergencies), students must notify their respective field instructors immediately, or as soon as possible, and the seminar instructors/liaisons should be informed, as well.

iv. If the field instructor is unavailable, it is the student's responsibility to be certain the agency is aware of their absence. Each student should discuss with their respective field instructor how to handle emergency contact situations.

v. Missed hours must be made up if a student misses' hours/days in field due to illness or special circumstances including COVID-19 related illness. A plan for completing missed hours should be arranged with the field instructor within one week of time missed.

vi. Attendance is also mandatory at the field seminar. More than one absence from field seminar will require that the student complete a written assignment. (See: Seminar Attendance and Accountability.)

vii. Students requiring accommodations or modifications of attendance or any other field requirement for COVID-19, disability, religious, or military constraints must provide verification of those needs as soon as they are known. It is the student's responsibility to secure timely certification from Campus Bob Murphy Access Center (BMAC) of need for reasonable accommodation.

c. Confidentiality

i. Students shall adhere to all field internship agency policies and procedures regarding confidentiality of client and agency issues.

ii. Any case material used for educational or instructional purposes must be disguised so that anonymity of the client is assured. Any agency materials or information used for educational or instructional purposes must be cleared by the field instructor.

iii. Violations of confidentiality or other ethical or professional principles may result in the student's termination from field and a recommendation for termination from the MSW program. (See: Student Responsibilities. See: Resolution of Field Internship Problems.)

d. Travel and Travel Expenses

i. Students are expected to provide their own transportation to their field site and for field-related activities. Students who do not have access to a car are responsible for transportation to and from the agency. The agency will be selected to meet their needs to the fullest extent possible.

ii. Students who drive must show proof of a valid California driver's license, automobile registration, and insurance meeting the State of California minimum requirements prior to entry into field. They must maintain coverage throughout the entire field internship period. Students who plan to drive, but who fail to provide proof of coverage, will not be placed at a field agency.

iii. The university does not assume responsibility for student travel expenses.

iv. The university does not assume responsibility for any claims arising from the use of an automobile by the student in the completion of field internship activities.

v. Some agencies may require that students use their personal automobile to transport clients. This issue should be discussed in detail among the student, field instructor, and liaison. The discussion should include identification of possible alternative transportation strategies. Students should avoid transporting clients, if possible, and should be open about expressing their concerns. However, students who decide along with their field instructor to transport clients are responsible for adequate automobile insurance coverage and any necessary notification to their insurance carrier. Students may request a change in placement if the agency requires them to transport clients.

e. Use of Cellular Telephones

i. Agencies may request that students utilize agency cell phones during their field internship activities. Student use of these agency-supplied devices is acceptable only during assigned field internship hours.

ii. Under no circumstances should a student be expected to be available by cell phone or on-call status during hours in which they are not assigned to the internship.

iii. Students are not expected to use their own personal cell phones for agency business.

f. Holidays

Students should refer to the Field Education Calendar for official university holidays, during which time they may be exempt from internship. Students should be certain that their respective field instructors are aware of these dates. However, some agencies may be closed on days that are holidays for the agency, but not for the university (e.g., Jewish faith-based agencies or some nonreligious holidays, such as Columbus Day).

Students whose agencies are closed on days that are not university holidays are expected to make up the hours for the days missed before the end of the semester in which the holidays may have occurred. Students who miss any field days for personal reasons must make up the hours before the end of the semester in which the holiday occurred. The field instructor and liaison should be advised in advance in writing of all such absences.

g. Strikes

The School's policy regarding student internships and strikes or work actions is based upon principles of educational integrity, and focuses on how educational expectations, goals, and objectives can be met and maintained. A student's educational experience--rather than the merits of any given strike or work action--is of primary consideration. The School ascribes to the educational principle that a strike-bound agency is not able to provide a climate conducive to a sound educational experience.

If an agency is in a strike situation before the beginning of the internship, no students will be placed in that agency for that academic year. If the agency reaches resolution of the strike situation at some point during the academic year, the agency may be used for a mid-year internship, depending upon re-assessment of the agency and its ability to meet the learning and educational expectations of the School. Designated field faculty will complete the assessment.

If a strike or work action situation occurs in an agency where students are in internship during the course of the academic year:

i. The students may not remain in the internship agency during periods that persist more than 2 weeks.

ii. Issues involving responsibilities to clients during strike situations should be discussed with the field instructor, student and liaison to develop a plan.

iii. Students who miss any hours of internship due to a strike or work action must make up hours, either during the regular semester break periods or by extending the internship into the early summer months. Exceptions to this policy will be considered on a case-by-case basis for those students choosing to participate in the strike action.

h. Disasters

Should any type of disaster occur while students are at their internship, students should follow the safety protocols of their respective agencies, as well as use their personal judgment regarding their own well-being. Should a disaster occur while students are in their field seminars, students and faculty will follow the safety protocols of the university. The School of Social Work will follow university regulations regarding time that is missed from internships and classes due to disasters.

E. Risk Management

1. Reporting Field-Related Incidents or Illnesses

Risk management for field internships follows the policies mandated by the university, as directed by the Office of Risk Management. Information about these policies may be found at

the university's Web site at: https://www.csulb.edu/procurement-services/risk-management or by contacting the Office of Risk Management at 562.985.2396.

If an incident occurs during field internship in which a student is personally threatened or hurt, the student and the field instructor *or* agency contact person *or* agency director should *immediately* contact the liaison who must notify the Director of Field Education to review the situation. This notification should not wait until after a weekend or holiday, but should be reported on the day the incident occurred, to the fullest possible extent.

After consultation with the School's Director, the Director of Field Education will explain what actions the School will take to help ensure the student's physical and emotional well-being. The Director of Field Education is responsible for documenting the incident, and the steps taken to address the situation. A copy of this report will be forwarded to the Director.

Students who become ill or are injured as a result of field activities may be entitled to Workers' Compensation benefits, depending upon the Affiliation Agreement in effect at the time. If the condition requires medical treatment, the student must be provided with a Workers' Compensation Claim Form DWC 1 and an authorization for medical treatment within 24 hours of the date of knowledge of the illness or injury. Medical treatment is provided at a designated medical facility. The student's field instructor will complete a Supervisors Review Form. If a student does not need medical treatment, the student and the field instructor/field liaison should complete and sign an *Accident Investigation Report* and return it to the Director of Field Education. All forms will be provided to students by the School of Social Work. Students can consult directly with the campus Workers' Compensation Manager, Cheryl Velasco, cheryl.velasco@csulb.edu, if questions should arise related to their illness or accident.

2. Emergency Contact/Faculty-On-Duty (FOD)

Field Education faculty and staff have a monthly Faculty-On-Duty (FOD) Calendar, indicating which field faculty are available for any emergency assistance that may be needed from the School of Social Work, Monday through Friday from 9 am to 5 pm. Should students become involved in an incident or accident during their field hours, the process outlined below should be followed after, of course, 911 should have been contacted first in the event of a true emergency.

Students' respective seminar instructor/liaisons should be contacted immediately, preferably by phone. The call may come from students, field instructors, preceptors, or any agency representative. If the circumstances involve an accident, liaisons are responsible for contacting the Director of Field Education to ensure that the students have access to medical assistance commensurate with the respective Worker's Compensation process.

If the circumstances involve an incident in which there could be a grievance, the Director of Field Education must also be contacted to discuss the appropriate intervention. The School's Director will be notified, as part of the process, for both accidents and incidents. When liaisons are not available, their voice mails will direct callers to Frannie Ngo, administrative support staff, at 562.985.2270, who will contact the FOD, in accordance with the FOD Calendar. If Frannie is not available, her voice mail will direct callers to the School of Social Work main office (also has FOD Calendar) at 562.985.4616.

Distance Education students, field instructors, and preceptors should contact their respective liaisons or Site Coordinators. The respective Site Coordinator should contact the Director of Field Education and follow the above protocol to reach the Faculty-On-Duty

3.Safety in Field Education, Agency Protocols, and Orientation Checklist

Students—as well as social workers, agencies, and communities in crisis—cannot be insulated from the risks in providing services to challenged and challenging children, youth, adults, and families. However, it is expected that students need to learn and/or review the knowledge and skills that help practitioners assess risk and take appropriate precautions. The School provides a Field Lab for all foundation year field students prior to starting internships that includes discussions on safety.

The School requests that all field agencies provide an orientation and a forum for discussion about safety and risk situations that are relevant for the individual agency when students begin their internships. Topics for discussion might include, but are not limited to the following:

- Building and office security;
- Emergency procedures, including when and how to summon security, police, or medical assistance;
- Staff/intern possession of weapons (i.e., mace, firearms, knives, metal knuckles);
- CDC COVID-19 safety guidelines;
- Safety on in-home visits and in the surrounding service communities;
- Protection from animals, both on in-home visits and in the community;
- Responsibilities and procedures for management of violent or potentially violent clients, or suicidal clients, or random acts of violence (i.e., "drive-by shootings"), and disasters.

The agency orientation may be a discussion or a formal presentation, but it should include an individual, detailed discussion between students and field instructors to review up-to-date agency policies and procedures, and to address students' questions and concerns.

Each field instructor and student dyad must sign the CSULB School of Social Work Orientation Checklist for Social Work Interns. This checklist must be submitted with the Learning Agreement.

3. Security of Belongings and Office/Building Security

Students must have a secure place to keep personal belongings while in their field internships to avoid the risk of theft. This space should be locked (e.g., a desk drawer or file cabinet). Students should not leave handbags, backpacks, and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to internship. In the event of theft of personal belongings, the agency and the School of Social Work cannot be held liable or responsible.

4. Working with Clients

a. Special Circumstances

There are risk factors in working with vulnerable and sometimes volatile clients because their coping mechanisms may be compromised. In some cases, this dynamic can contribute to problems with impulse control, and can raise issues of safety for students, their clients, and others.

There may be circumstances when students work with individuals who have difficulty with

reality testing, dealing with overwhelming emotions, and controlling their anger. Some clients may be prone to violence and may possess a weapon. Other clients may be intoxicated from drugs or alcohol, may be in withdrawal, or may have medical or neurological disorders.

Students must consult with their agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse, COVID-19 safety guidelines, or any circumstances that might result in personal endangerment.

b. Agency Staffing

It is expected that students will not be the only person present in an agency when meeting with clients. It is understandable that field instructors may not be present at all times when students are in their internships. However, it is required that the field instructor or an employee of the agency be onsite when students and clients are present in the agency.

c. Office Meetings

When students must meet with clients with whom they assess a potential safety concern, it is essential to discuss the situation fully in advance with the agency field instructor. (See: Safety Tips.) When discussing the appointment time, students should consider whether other staff could be present. Discuss back-up plans and assistance in the event that a client becomes agitated. Students who have cell phones may want to keep them charged, easily accessible, and should have 911 and other emergency numbers programmed into the phone.

d. Home Visits

Home visits have the potential for risk. If there is a question of safety, students should plan accordingly with field instructors. It might be decided that meeting at a neutral place or going with another social worker or other professional would be appropriate. An itinerary, including the location, phone number, and time of visit, should be left with the field instructor.

Plan ahead in which room to meet and where to sit. Plan to stay alert. Students should leave immediately if a situation escalates, and whenever the student has the feeling of being at risk. Students should not enter any building or residence if they do not feel safe. Students should contact their field instructors for guidance. If the field instructor is not available, the student should contact the School's Field Faculty-On-Duty (FOD) for direction and support. (See: Faculty-On-Duty. See: Safety Tips.)

e. Travel by Car, Foot, or Public Transportation

When students travel by car to an agency or to home visits, they must know where they are going. Before driving to unfamiliar areas, they should consult navigation for directions. They should be alert, lock doors, close windows, have sufficient fuel, and drive a car that is in good working condition. Lock handbags, backpacks, briefcases, other valuables in the trunk or out of sight *prior* to driving to client locations. Close a sunroof and convertible. Avoid transporting clients, unless circumstances and conditions were discussed with the field instructor and liaison/seminar instructor. (See: Safety Tips. See: Travel and Travel Expense.)

When traveling by foot or by public transportation, students should carry the least number of valuables. Money, licenses, keys, credit cards, and other essentials might be carried in a pocket. If a handbag or other item is grabbed, it is best to let it go. Wear comfortable, loose-fitting clothes and sturdy, flat walking shoes. Be alert and walk with a purpose, having a clear destination. Be aware of people in the immediate area, without staring. (See: Safety Tips.)

f. Appearance and Dress

Students must follow and respect the dress and appearance policies of their respective placement agencies. Appearance and dress can be connected to safety. Agencies are also sensitive to the needs of their clients, such as elderly clients, sexually abused youth, children at schools, and other special populations who may have varying comfort levels regarding the appearance of student interns and staff.

Agency policies regarding blue jeans, shorts, T-shirts, tank tops, body piercings, tattoos, caps, insignias, political buttons, etc. must be respected. While interviewing, students should consider the agency's dress and appearance requirements. Students are guests at agencies in support of their social work education. Students who cannot adhere to the field agency's dress and appearance policies should not accept the internship assignment. Students should refer to the Learning Agreement and Comprehensive Skills evaluation regarding professional demeanor in behavior, appearance and communication.

5. Workers' Compensation

Students are placed in field agencies where an Affiliation Agreement has been signed. (See: Field Agencies.) The Affiliation Agreement is a legal document signed by each field internship agency and the University for the protection of clients, agencies, students, and the university. Responsibility for Workers' Compensation is detailed in these Affiliation Agreements.

If the student is involved in an accident at the internship facility, the student (or the field instructor/agency representative if the student is unable) should follow the procedures outlined in section 1 and 2 above. Contact should be made with the Field Education program at the School of Social Work immediately so the student can get the necessary forms and referral if appropriate.

6. Liability Insurance

To meet field placement requirements, students must have professional liability insurance. This requirement is part of the Affiliation Agreement that field agencies and the university have for the protection of clients, agencies, students, and the university.

Effective Academic Year 2007–2008 (which includes fall, spring, and summer semesters), the Chancellor's *Executive Order 986* authorized the campus to establish a Category III Student Professional Liability Insurance Fee. This action covers the cost of providing a professional liability insurance policy for students who are enrolled in practicums and internships in social work, nursing, and other related fields of study.

When students enroll in Field Education courses, they are asked to pay $8 each semester as part of their enrollment fee. Once students pay and are enrolled, they are automatically covered with this *essential and required professional liability insurance*.

Students will be emailed a copy of their insurance certificate from field education. Students must give a copy of this certificate to their respective agency field instructors. Each CSU

campus will be notified annually by the Office of the Chancellor of any change in the price of the premium or this policy.

F. Equal Access and Opportunity

CSULB has a professional, cultural, and ethical commitment to provide a climate that enables students to realize their potential for excellence and that nurtures academic growth and professional development. The university takes pride in the diversity of its student body and employees, and affirms that this diversity enriches the work and learning environment of the campus. For this reason, the recognition of diversity in our university community extends beyond the limits established by federal or state laws or regulations.

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual misconduct, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual misconduct, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, Foundation Building (FND), Suite 120, http://www.csulb.edu/depts/oed/.

CSULB affirms the equal worth of every individual and of distinct groups of people, and fosters fair and equal treatment and access for all members of the university community. Therefore, the university is committed to the principles of equal opportunity in education and employment, to policies and practices that ensure equal opportunity and consideration, and to the protection of civil rights.

Reasonable accommodation to disability is considered a means of establishing equal opportunity. Retaliation for exercising one's right to protection from discrimination and/or harassment, or for participating in the investigation of a complaint, will not be tolerated.

1. CSULB Office of Equity & Diversity

CSULB has an Office of Equity & Diversity that addresses issues of equal access and freedom from discrimination, harassment, sexual misconduct, and retaliation. The office is located in the 301 Foundation Building (FND), Suite 120. The telephone number is 562.985.8256.

Comprehensive information about this office, as well as how to file a complaint, may be found on CSULB's Office of Equity & Diversity Web site (www.csulb/edu/depts/oed). To file a student complaint of discrimination, harassment, sexual misconduct, or retaliation, please refer to: http://www.calstate.edu/eo/EO-1097-rev-6-23-15.html

Students who believe that they are the subject of discrimination, harassment, sexual misconduct, or discrimination in their field settings should notify their respective field instructors and/or seminar instructor/liaisons immediately. The liaisons will consult the Director of Field Education and the Office of Equity & Diversity. If the field agency has a specifically designated individual or office to address these issues, the student should also notify that person or office. The student is strongly encouraged to notify agency personnel. The Director of Field Education will notify the Director and immediate attention will be given to the report. The student will be directed to the Office of Equity & Diversity for further support and information.

Based upon the exploration or investigation of this matter, the School shall ensure that the

student is safe and free from discrimination, harassment, sexual misconduct, or discrimination. The student will be referred to the university's Office of Equity & Diversity. The university's Director of Equity & Diversity is the designated campus coordinator for equal employment opportunity, affirmative action, sexual misconduct, and civil rights under state and federal law.

Students following the above procedures are in no way prohibited from pursuing other options, such as bringing the matter to the attention of any of the individuals or offices designated by the university policy. No student intern will be subject to restraint, interference, or retaliation for seeking information about harassment or filing a harassment complaint. (See Contact List at: www.csulb/edu/depts/oed/resources/res-r3-2.htm).

2. Title IX Program and Pregnancy

Title IX prohibits discrimination on the basis of sex including pregnancy, parenting and all related conditions in education and in programs and activities that receive federal funding. Students who might be or are currently pregnant or become pregnant while in Field Education should contact the Director of Field Education, Dr. Salas, Susan.Salas@csulb.edu or 562.985-8178 to complete documentation and a referral to the Bob Murphy Access Center (BMAC), Title IX Program, 562.985.5401, to receive support and resources.

3. CSULB Office of Bob Murphy Access Center

Schools, colleges, universities, and other educational institutions have a responsibility to ensure equal educational opportunities for all students, including students with disabilities. This responsibility is based on Section 504 of the Rehabilitation Act of 1973, and on Title II of the Americans with Disabilities Act of 1990, which are enforced by the U.S. School of Education, Office for Civil Rights.

The Bob Murphy Access Center (formerly Disabled Student Services) is located in the Student Success Center (SSC) Room 110. The email address is BMAC@csulb.edu and the telephone number is 562.985.5401. The link to the students with disabilities Web site is: www.csulb.edu.depts/oed/resources/pubs5e.htm

Field Education courses include their syllabi statements regarding accommodation, such as: "Students who need an accommodation due to a disability should notify the instructor as soon as possible so that appropriate arrangements can be made. Students who need an accommodation must be registered with the Bob Murphy Access Center."

II. THE STRUCTURE OF FIELD EDUCATION

A. Integrative Field Seminars

1. Overview and Objectives

The integrative field seminar is designed to provide students with the opportunity for discussion and critical analysis of field internships focused on the following:

- Understanding the philosophy, ethics, and value base of the profession;
- Sensitization to the multicultural/cross-cultural and critical race perspectives;
- Addressing possible counter-transference dynamics;
- Integrating field experiences and theoretical material learned in the

classroom; and

- Sharing concerns, problem-solving, and professional growth.

Seminar objectives are the following:

- Provide a basis for a conceptual analysis of each student's agency practice experiences;
- Assist students in achieving integration of classroom learning with direct experience in the application of social work practice;
- Encourage students to examine their own implicit and explicit biases, values, attitudes, and behaviors in order to increase their competence as professionals and to understand the impact on their professional role;
- Serve as a professional support group for the discussion and resolution of concerns and educational difficulties, and for the sharing of successes in professional growth;
- Provide an opportunity for students to participate in a group and, therefore, to learn to understand the group process, as well as their own behavior within a group;
- Incorporate issues and concerns related to all persons in society, as well as related to race, ethnicity, gender, age, sexual orientation, spirituality, and economic challenges, including poverty;

  Assist students in examining and integrating personal and professional values and ethics, and to understand how these impacts the client system;
- Assist students in assimilating their knowledge and practice application around diverse cultural and ethnic issues, including racism, oppressed groups, sexism, sexual orientation, and ageism; and
- Prepare students with the practical skills needed to enter the job market as beginning, professionally educated social work practitioners.

2. Field Seminar Structure

Field seminar for first-year students meets weekly. Second-year students are assigned to new field seminars at the start of the academic year; these seminars meet every other week. Students from all specializations meet together, thus affording them the opportunity to learn of experiences and problems facing individuals, families, and groups across the life span.

Advanced standing students, as part of their intensive Summer Bridge model, participate in a weekly field seminar. At the successful completion of the Summer Bridge model, these students are assigned to a second-year seminar that meets every other week.

First-year distance education students meet in weekly seminars during the 12 weeks of both sessions. Field seminars continue for the entire internship period. Hours spent in the field seminar are in addition to the required 500 internship hours. Second-year distance education students meet every other week in their seminars.

3. Attendance and Accountability

Attendance in each field seminar is required. As with other classes, students are expected to attend all seminar sessions. Students are accountable to each other as well as to the seminar instructor/liaison. This is because the absence of one member from a group typically affects the

group's cohesion and the effectiveness of the group process. In accordance with the course syllabi, when students must miss a class, they are expected to notify the seminar instructor/liaison as soon as they are aware of some special circumstance that precludes their attending the seminar (or as soon as possible thereafter, in case of an emergency).

When a second absence occurs, students are required to complete an assignment given by the seminar instructors/liaisons. This assignment must be completed by the end of the semester in which it is given, to avoid receiving a grade of INCOMPLETE.

An INCOMPLETE grade in seminar must be cleared from the record. Any assignment for the first semester must be completed prior to the beginning of the second semester because of prerequisite policy.

4. Seminar Content and Assignments

Seminar instructor/liaisons are responsible for the development of written and/or oral assignments for students in their respective Field Education seminars. Students are given a course syllabus at the beginning of the academic year to reflect the goals and assignments of the seminar. Written seminar assignments include a weekly journal reflecting the experiences, professional growth, and development occurring during the field education. Additional written assignments may be required.

Field seminars cover a variety of topics, both generalist and specific, and follow the "beginnings, middles, and endings" theme. Some content areas are raised in each semester, with a different and more complex focus in the later semesters, building upon previously obtained knowledge and skills.

5. Grading

The "CREDIT/NO CREDIT" system of grading applies to field/seminar courses SW 596 and SW 680. The liaison (who is the seminar instructor) makes the determination of the field education grade based upon three criteria:

- Student performance, attendance, and participation in integrative seminar;
- Completion of required assignments for field and seminar; and

  Student performance in the internship, as reflected in the written evaluations by the field instructor, and any meetings with student, field instructor, and liaison/seminar instructor.

Failure to perform satisfactorily in any of the three areas may result in a grade of NO CREDIT. (See: Learning Agreement and Comprehensive Skills Evaluation and Grading. See: Student Responsibilities. See: Resolution of Field Problems.)

An INCOMPLETE (I) grade signifies that a portion of the required coursework, normally not more than one-third, has not been completed and evaluated in the prescribed time period, but there is still a possibility of earning credit for the course.

The liaison shall state the conditions for removal of the INCOMPLETE grade in writing. A final grade is assigned when the course requirements have been completed and evaluated.

If a grade of INCOMPLETE is given, the remaining course requirements must be completed prior to the next period (semester) of field education. The completion date for course

requirements will be indicated on the INCOMPLETE grade form prepared by the liaison.

A grade of NO CREDIT in field might result in a student not being allowed to continue in the MSW program, as successful completion of field education is a requirement for continuation.

B. Placement Procedures

1. First-Year Field Placement

A required field orientation meeting is held to provide students with important information regarding field internships and to explain the placement procedures. Presentations are scheduled for days, evenings, and Saturdays. Students must attend one of the presentations.

All students complete a Graduate Internship Application. A member of the field faculty interviews each student in order to review the student's background experiences, specialization (if applicable), educational and learning needs, and geographical or other special considerations.

Field faculty designate a field site for the student, and the student completes a pre-placement interview with the prospective field instructor prior to the beginning of the internship period. Successful completion of the pre-placement interview finalizes the internship. Field instructors will complete a "confirmation form" for the student, including the days and hours of field internship, and will return the form to the School. As stated in the Internship Application, students must accept the placement offer by the field faculty.

A Field Lab is held at the beginning of the first field internship. Attendance is required before beginning field assignments. There is an emphasis on reporting laws, experiential learning and field policies and procedures.

2. Advanced Standing Field Placement

A required field orientation meeting is held to provide students with important information regarding field internships and to explain the placement procedures.

All students complete a Graduate Internship Application. A member of the field faculty interviews each student in order to review the student's background experiences, specialization, educational and learning needs, and geographical or other special considerations.

Field faculty designate a field site for the student, and the student completes a pre-placement interview with the prospective field instructor prior to the beginning of the internship period. Successful completion of the pre-placement interview finalizes the internship. Field instructors will complete a "confirmation form" for the student, including the days and hours of field internship, and will return the form to the School. As stated in the Internship Application, but students must accept the placement offer by the field faculty.

A Field Lab is held at the beginning of the advanced standing program. Attendance is required before beginning field assignments. There is an emphasis on reporting laws, experiential learning and field policies and procedures.

3. Second-Year Field Placement

A field orientation is held during the fall semester while students are in their first-year field placement to discuss placement procedures for the second year of field. Orientations are

scheduled for day, evening, and Saturday times, and students are responsible for attending one of these sessions. Students complete a Graduate Internship Application that must be submitted to their placement or specialization coordinator.

Students each receive the names of two agency options, reflecting the students' individual learning needs, areas of interest, and preferences (such as location). They are given the names of the contact persons at the identified agencies and are must arrange and complete *both* internship interviews according to the timeline listed in the notification. Feedback is elicited from both students and prospective field instructors, indicating acceptable and unacceptable matches.

Students are informed of their internship assignment after the placement or field faculty has made the final selection. As stated in the Internship Application, students must accept the placement offered by the field faculty. Students may contact their alphabet consultant immediately regarding concerns with agency location, etc. However, once final matches are made, the placement might not be changed. Students are required to notify field instructors at the agencies where they will *not* be placed, thanking the field instructors for their consideration and informing those field instructors that another agency has been selected for them. This notification must be made by students by telephone within one week of having received their internship letters.

4. Inability to Match Students with Field Placements

a. First-Year Students

If an agency to which a student was referred for an internship does not accept the student, the respective placement coordinator, or DE Site Coordinator, will meet with that student to discuss the issues. Such students will be coached by a field faculty to provide training regarding interviewing techniques and provide a mock interview experience. Then, the student will be assigned to a second agency, as available and appropriate, for consideration. Due to decreasing availability of appropriate field placements, it is possible that no more than two agencies will be assigned to each student. When an agency cannot accept students due to reasons that are agency-related (i.e., not having available field instructors), the student will be assigned to an additional agency.

If the second agency does not accept the student, field education for that academic year may have to be deferred. The respective field faculty will inform the Director of Field Education, who may refer these students to the School's Associate Director/Graduate Advisor to discuss a modified academic program which will delay the student’s graduation.

When a student is required to defer their field education internship to the following academic year, upon their return, they will meet with a field faculty to discuss their preparation for field education. Then, the student will be assigned to a new agency and is encouraged to use the Career Development Center to schedule a mock interview to strengthen interviewing skills, obtain feedback with their resume, etc. If the agency does not accept the student, they will receive coaching to strengthen their interviewing techniques and be assigned to a second agency. If the second agency does not accept the student, a Field Education Review is held to discuss student’s areas of improvement and refer to the Associate Director/Graduate Advisor for a modified academic program which will delay the student’s graduation.

b. Second-Year Students

If two agencies do not accept the student, the respective field faculty will meet with the student to provide coaching around the circumstances that impacted their interviews. Then, the student will be referred to a third agency, as available.

When students are not selected by third agencies, field education courses for that academic year will have to be deferred. The respective field faculty will inform the Director of Field Education, who will meet with and refer these students to the School's Associate Director/Graduate Advisor for advising. When an agency cannot accept students due to reasons that are agency-related (i.e., not having available field instructors), the student will be assigned to an additional agency.

When a student defers field to the following academic year, upon their return they will meet with field faculty to discuss their preparation for field education. Then, the student will be assigned to two agencies. If both agencies do not accept the student, a Field Education Review will be held to determine the student's areas of improvement and referred to the Associate Director/Graduate Advisor for a modified academic program which will delay their graduation.

Advanced Standing Students

If an agency to which a student was referred for an internship does not accept the student, a member of the field faculty will meet with that student to discuss and be coached around the issues. Such students will be assigned to a second agency, as available and appropriate, for consideration. Due to decreasing availability of appropriate field placements, no more than two agencies will be assigned to a student. When an agency cannot accept students due to reasons that are agency-related (i.e., not having available field instructors), the student will be assigned to an additional agency.

If the second agency does not accept the student, s/he will not be able to continue as an Advanced Standing student. A referral will be made to the Associate Director/Graduate Advisor to discuss program options.

5. Use of Agency of Employment as a Field Placement

Students employed in social service agencies may request evaluation of their agencies for suitability as a site for their second-year internship. An Agency of Employment evaluation is considered one of the two second-year interview options. Students must complete the required "Proposal to Utilize Agency of Employment as a Field Placement" form, which is available on the School's website.

This written proposal must describe the difference between employment activities and internship activities. It must be signed by the student, prospective agency field instructor, and current supervisor. The form requesting the use of employment as a field placement *must* be submitted to the Director of Field Education by the posted spring deadline prior to second-year field.

A member of the field faculty will conduct an in person or zoom meeting with the involved individuals and must approve the proposed plan. The agency must be able to meet established criteria to assure the educational focus of the internship, to provide new and challenging experiences to the student, and to maximize learning opportunities. To meet the requirements of an educationally based field internship experience, the agency must meet all of the following criteria:

- The agency must be able to provide experiences for the student during field hours that are different from normal work activities and duties.
- There must be a qualified field instructor who is different from the line supervisor. The field instructor must possess an MSW degree from an accredited school of social work and have at least two years of post-master's experience.
- The agency must assure release time required for field instructor to provide necessary field instruction and supervision, and to attend Field Instructor Trainings, if needed.
- The assignments proposed for the internship must be educationally focused and meet the university's criteria.
- The assigned hours for field must be completed in a different program area or unit of the agency, allowing for an actual physical separation of employment and field activities.
- Students must have experience with a different client population, program area, or service area during field hours.
- Field activities must coincide with student's specialization area. A written field agreement must be prepared, outlining the criteria for the internship experience, to be signed by the student, field instructor, and current supervisor, and be approved by the Director of Field Education, or DE Site Coordinator.

C. Field Faculty and Staff Responsibilities

Field Education faculty and staff are responsible for the implementation of the field education program, under the leadership of the CSULB School of Social Work's Director, with support from other faculty and staff. They are responsible to students and to participating community agencies, in a mutual partnership. Adherence to their individual and mutual responsibilities, commensurate with the NASW *Code of Ethics*, is crucial to fulfilling the School's mission.

1. Director of Field Education

- Reports to the Director of the CSULB School of Social Work.
- Has overall responsibility for Field Education program development and administration.
- Approves, in collaboration with field faculty, agencies interested in participating with the School of Social Work as a field agency.
- Oversees development of relevant training materials for field faculty and instructors around issues of field instruction, supervision, and other relevant topics.
- Leads the update of the *Graduate Field Education Manual* and the *Undergraduate Field Education Manual.*
- Provides ongoing support and assistance to the field instructors and liaisons to enhance the provision of an educationally focused field education program.
- Collaborates with other School faculty and staff to help ensure that the objectives of the Field Education sequence are achieved.
- Collaborates with other Field Coordinators/Directors locally, statewide, and nationally to help ensure that the School's program meets or exceeds national standards and is beneficial to students and our community partners.

2. CalSWEC Child Welfare Project Coordinator

- Reports to the Director of the CSULB School of Social Work.
- Implements general policy of Title IV-E program with the university, including student recruitment, screening, selection, tracking, job internships, and retention.
- Staffs Awards and Stipends Committee.
- Develops policies and procedures in integrating the Title IV-E program with the university's program, including curriculum development; student support and advisement; and development and teaching of an integrative field seminar related to practice in public child welfare.
- Oversees fiscal and programmatic accountability of the Title IV-E stipend program, including curriculum development, fiscal accountability, and budget development.
- Works with field liaisons and/or agency representatives to develop and oversee appropriate field internships and experiences for Title IV-E stipend students, including involvement with both the university and community.
- Supervises CalSWEC field consultants and administrative staff.
- Collaborates with other School faculty and staff to help ensure that the objectives of the CalSWEC Child Welfare program are achieved.
- Represents the university at statewide CalSWEC meetings for Project Coordinators, including attending quarterly statewide Project Coordinator meetings (or designating a representative from the university's Title IV-E program); completing student tracking information and curriculum evaluation reports; and monitoring student tracking through graduate school and employment payback.

3. Distance Education Site Coordinators: Ventura and Sonoma

- Report to the Distance Education (DE) Program Coordinator.
- Establish the link with the local social work community.
- Interact with the host university and work directly with the DE technical staff.
- Assist in the recruitment of students for each cohort.
- Provide advisement, mentoring, and support to the local cohort of DE students.
- Assist the faculty who are teaching DE courses each semester.
- Identify and recruit new field agencies and field instructors.
- Identify potential field liaisons interested in becoming field seminar instructors.
- Determine appropriate field internship sites for students, in consultation with the Director of Field Education.
- Assign students to field seminars.
- Consult with field liaisons regarding progress of students, problems and concerns.
- Interact with the Director of Field Education regarding student challenges and concerns.
- Work with the local county public child welfare CalSWEC coordinators to implement the CalSWEC program in both curriculum and field.
- Facilitate the first-year Field Lab, Field Instructor Orientations, and Field Instructor

Trainings.

4. LADCFS + UCLA Academy of Workforce Excellence Field Coordinator

- Reports to the Director of the CSULB School of Social Work.
- Has overall responsibility for the Stipend Program Field Education program at CSULB.
- Serves as liaison between the Stipend Program and the School of Social Work's Director of Field Education.
- Supervises and works in collaboration with the Stipend Program Training Coordinator and field instructors to develop and deliver academic materials and learning opportunities to support and integrate the intern's field experiences with the educational goals of the university.
- Coordinates with the DCFS Director of Education and Licensing to create an innovative training program for 16 select CSULB MSW student interns in a DCFS field internship.
- Provides ongoing support to DCFS field instructors to enhance the field experiences of a specialized internship placement.
- Attend semi-monthly DCFS partner's meetings and participate in special project committees which promote program delivery, training needs and a seamless learning experiences for our 16 Stipend Program interns.
- Collaborates with other School faculty and staff to help ensure that the objectives of the Stipend Program are achieved.
- Coordinates with the Stipend Program Research Director to ensure relevant and timely assessment of interns' learning and to complete a feedback loop to DCFS for continual upgrading of the Stipend Program.

5. Geriatric Social Work Education Consortium (GSWEC) Coordinator

- Recruit potential candidates for GSWEC program.
- Provides orientation to GSWEC at AY-2 student orientations.
- Review all GSWEC applications to determine eligibility for the stipend.
- Insure GSWEC applicants attend GSWEC Agency Orientation.
- Insure GSWEC applicants are referred to their chosen GSWEC agencies for AY-2.
- Attend GSWECC matching day and inform applicants of the results.
- Notify GSWEC participants of each required Professional Development session.
- Serve on the GSWEC Steering Committee – quarterly meetings and a full-day retreat.

6. Pupil Personnel Services Credential (PPSC) Coordinator

- Reports to the Director of Field Education.
- Manages the PPSC program, which is approved by the California Commission on Teacher Credentialing as a site to offer the Pupil Personnel Services Credential (PPSC), with specializations in School Social Work, as well as Child Welfare and Attendance.
- Provides orientation meetings and special seminars for prospective PPSC students.

- Monitors the progress of PPSC students.
- Serves as a liaison between the PPSC Advisory Committee and the School.
- Collaborates with other School faculty and staff to help ensure that objectives of the PPSC program are achieved.
- Helps ensure that the School's PPSC program continues to meet credentialing requirements.
- Collaborates with field faculty regarding potential school sites and matching process.

7. Field Liaisons/Seminar Instructors

- Serve as the major link among the students, field instructors, field agencies, and the School and university.
- Provide ongoing consultation and collaboration with the field instructors to discuss questions and concerns, and to enhance the effectiveness of the internship experience and the integration of classroom learning to ensure that satisfactory progress is being made by the students.
- Teach integrative field seminar with a group of assigned students, focusing on the goals and objectives, and course-content areas of the seminar.
- Hold a conference with assigned students and field instructors at least once in the fall for first-year and second-year students.
- Contact the field instructor at a minimum once in the spring semester for all students (and include the student if/as appropriate).
- Review the Learning Agreement, Educationally Based Recordings, learning opportunities and experiences being provided, as well as student performance and future plans.
- Be punctual in meeting with scheduled classes and in appointments with students, field instructors, and community members.
- Inform the Director of Field Education, students, and/or field instructors of anticipated absences as early as possible.
- Keep weekly office hours.
- Return phone calls and emails from students and community members in a timely manner and be responsive to students' needs for field and academic guidance as they develop their professional role.
- Share concerns and problem-solve with the Director or Assistant Director of Field.
- Assign the course grade for field education, in consultation with the field instructors, based upon the written evaluation prepared by the field instructors and the students' participation in the field seminar.
- Complete a written evaluation of assigned internship settings at the end of the internship period, making recommendations as to continued use of the setting.
- Collaborate with other School faculty and staff to help ensure that objectives of the Field Education sequence are achieved.

8. Administrative Support Staff

Four administrative support staff work with the Field Education program, including the BASW and MSW programs, the Distance Education program, the CalSWEC–Child Welfare program, and all the projects that have a field education component. They assist with various trainings and events on and off campus, and serve as the conduit for the daily Faculty-On-Duty (FOD; See: Emergency Contact/Faculty-On-Duty.) They process student stipends and expense reimbursements; generate correspondence, notices, and materials required for meetings, orientations, trainings and assist with the daily operation of the field education team.

D. Field Placement Agencies

1. Overview

Southern California is well-resourced with social work education programs on undergraduate, graduate, and doctoral levels. However, for students pursuing BASW and MSW degrees, when 500 hours of field education are required annually (CSWE standards), there is an increasing challenge to find and keep agencies that: (a) have staff with the requisite social work degrees to supervise interns, and (b) are willing, able, and have the resources to invest in intern education while fulfilling their respective missions.

Field faculty work collaboratively with community-based partners to document that students have fulfilled their Learning Agreements, and that comprehensive skills have been evaluated—by the student, the field instructor, and the school-based liaison. These outcomes must be met without compromising client services.

2. Recruitment

It is essential to have a well-articulated, thoughtful approach to maintain the needed number of quality internships. Our School has a strategy that is conceptualized as "development and support." This approach is based on the premise that quality agencies and field instructors, with some exceptions, need both Field Education development and School support.

To ensure their commitment to the School, they need to be supported with individual attention in the form of visits from liaisons or in group activities, such as field instructor orientation, training, and appreciation events. The School has a written plan aimed at development, which includes a recruitment component and support.

The School understands that we cannot be an accredited social work educational program without our excellent community-based agencies. We respect that they work with us on a voluntary basis, and that they accept our students in support of social work education in general, and our School, specifically.

3. Assessment and Selection

The community agencies that participate in field education must be of excellent quality, both in the services they provide and the staff that they employ. The range of available internship sites is crucial to the successful operation of the field education program.

When an agency is identified for potential collaboration—either by outreach on the part of School faculty or by the agency initiating the contact—an on-site meeting is arranged. Field faculty are assigned geographically to conduct agency assessments.

Assessments, based on a standard form, include the agency's willingness, ability, and resources to provide exposure to diverse client/population/service delivery systems, with an emphasis on cultural and ethnic diversity, oppressed groups, and women. The agency should provide a comprehensive range of learning experiences for students. Essential to a successful field teaching site is the ability to accommodate students, including adequate and appropriate space, equipment, support staff, and caseload numbers. The agency must have a field instructor with a MSW degree who is willing and able to provide a minimum of one hour per week for student supervision.

Agencies are evaluated at the end of each internship period by both the student and the liaison. Areas of evaluation will include the agency's ability to provide a comprehensive educational experience, the perceived strengths and needs of the setting, the quality of the instructional abilities of the field instructor, and the overall impression of the agency.

4. Agency Responsibilities

Community agencies that wish to affiliate with our School voluntarily fulfill the following responsibilities:

- Accept and cooperate with university and School policies and guidelines.
- Accept and evidence commitment to the educational objectives inherent in the School's field education curriculum.
- Provide appropriate office space, telephone access, supplies, and other necessary materials to enable a student to function effectively.
- Designate qualified field instructors and preceptors, as appropriate, and modify the schedules of any employee selected to assure that adequate time is available for teaching and student supervision activities, including meetings and/or training sessions at the university.
- Provide any needed assistance to the field instructor and preceptor, as appropriate, in developing appropriate learning experiences within the agency.
- Adhere to policies and practices reflecting nondiscrimination toward clients, staff, and students.
- Inform the School of any change in administration of their agencies that impacts the internship program.
- Complete an Affiliation Agreement with the university's Office of Risk Management
- Commit to the School's philosophy and mission in the training of social work professionals.
- Have agency standards and a philosophy that is acceptable and respected within the practice community and by the university.
- Provide staff development and training opportunities.

E. Field Instructors

1. Responsibilities

Essential to the success of a field education program is the selection of qualified and experienced field instructors. They have an essential role in both the personal and professional

development of students, providing them with learning experiences and an introduction to social work practice within the agency setting, while also serving as professional role models. Field instructors must be able, willing, and have the resources to:

- Provide an educationally focused field internship experience in accordance with the policies and procedures of the School of Social Work.
- Provide an agency orientation to the student at the beginning of the internship period, to include safety procedures including a review of the CDC COVID-19 safety guidelines.
- Request that their students bring them copies of the course outlines and assignments for each course at the beginning of each semester (this allows the field instructor to pace learning experiences to classroom content, and to assist the student with integrating their practice activities into their academic learning.
- Develop a Learning Agreement in conjunction with the student.
- Provide an educationally focused experience that includes objectives and activities listed in the Learning Agreement.
- Maintain professional backup availability to the student.
- Assure that the student receives and maintains a sufficient number and variety of appropriate cases/assignments (keeping in mind that in a direct practice internship, students should spend 50 percent of their time in direct client contact).
- Support the requirement of Educationally Based Recordings (which should be read, commented upon in writing, and returned to students in a timely manner).
- Complete and submit written evaluations at the mid-point and end of each semester by the specified date on the Field Education Calendar, outlining student progress and further learning needs and goals.
- Maintain regular communication with the assigned liaison for consultation and notify the liaison immediately if there are areas of concern, including changes in the agency that may impact the field internship.
- Meet with the liaison and the student during the internship period to assess student progress and to coordinate learning experiences.
- Provide a minimum of *one hour* per week of *individual* supervision for each student, and be available for additional consultation and supervision, as needed.
- Be a role model for students by maintaining confidentiality and setting appropriate and culturally sensitive professional boundaries.
- Notify liaison of any changes in the student's schedule, including extended time agreed to at the end of the field period.
- Read the Field Education Manual which can be accessed on the school's website.

2. Selection

Field instructors—the primary role models and teachers for social work interns in the field—are selected based on the following factors, with any exceptions made on a case-by-case basis by the Director of Field Education, in collaboration with field faculty colleagues. Field instructors must:

- Hold an MSW from an accredited School of Social Work.

- Have at least two years of post-master's experience.
- Have a well-integrated knowledge and understanding of the program area in which the student will be located and for which the field instructor will provide supervision.
- Have both an interest and a demonstrated skill in teaching.
- Be willing and available to participate in School of Social Work activities, such as orientation and training sessions.
- Meet, as needed, with liaisons for regular semester site visits as well as to address internship problems that may arise (must also be able to meet on campus, as needed, for special circumstances.
- Commit to being available for the entire field internship period.
- Commit to being available during the hours in which students are in internship within the agency.
- Commit to providing one hour of weekly individual supervision to each student.
- Be able to adjust their own workload to permit regular and adequate time for student instruction.
- Be willing and able to model the six core values of the National Association of Social Workers (NASW) *Code of Ethics*: being competent, showing dignity, respecting the importance of human relationships, having integrity, providing service, and advocating for social justice (See NASW Web site: www.socialworkers.org).

3. Orientation and Training

A Field Instructor Orientation is held at the beginning of each academic year, for both new and returning field instructors. This event provides an opportunity to meet with the Director of the School, faculty, and staff to learn of new developments in the School of Social Work. Equally important, this orientation provides the opportunity to network with other field instructors and social work educators.

The School provides a series of mandatory trainings for all new field instructors. These trainings provide an opportunity for experienced practitioners to further their skills in the area of field instruction and supervision, as well as a forum for the exchange of practice skills and areas of expertise. The training also exposes field instructors to the philosophy and operation of the School of Social Work.

Field Instructor Training workshops (14 hours) are provided during the Academic Year and at DE sites. Additional seminars on a variety of field topics may also be offered to field instructors. Topics covered include the following issues:

- Being a practitioner and an educator
- Teaching students as adult learners
- Developing the Learning Agreement
- Working with Educationally Based Recordings
- Providing learning assignments and case selection
- Using the Interim Progress Reports
- Using the Comprehensive Skills Evaluation

- Integrating classroom theory into practice
- Emphasizing multicultural and critical race social work practice
- Working with special-needs students
- Working with challenging students
- Maintaining boundaries and addressing ethical issues
- Terminating with students.
- Helping students terminate with clients

3a. Continuing Education Units

Continuing Education Units (CEUs) are offered for Licensed Clinical Social Workers who request them.

1) Field Instructor Training - A total of 3.5 CEUs are offered to Licensed Clinical Social Workers who attend each training session. Participants are required to sign-in and out at designated times, have individual cameras on and participate fully to receive CEUs.

2) Field Instruction - Three CEUs per semester (not per individual student) are offered to Licensed Clinical Social Workers (LCSWs) who facilitate field instruction. LCSWs who facilitate field instruction for Advanced Standing students earn an additional 2 CEUs for field instruction facilitated in the summer. LCSWs are required to facilitate field instruction for the entire semester and complete a brief questionnaire about what they have learned to receive CEUs.

4. Preceptors

Some agencies may choose to use preceptors to help provide a broad learning experience for students. Preceptors are other staff members in the agency who are part of the agency's service-delivery team, including MSWs, LCSWs, and individuals from other disciplines. Preceptors are selected to provide a specific learning experience or opportunity for the student.

Preceptors receive information about the curriculum objectives for the students, the specific learning objectives that they will be providing to students, and a clear understanding of their participation in the evaluation process. The designated field instructors maintain overall responsibility for students' internship experiences, and are accountable for the required evaluations, meetings with liaisons, etc.

Preceptors are encouraged to attend the Preceptor Training that is offered on campus. Preceptors are a valued component of the School's field education program.

4a. Continuing Education Units

Continuing Education Units (CEUs) are offered to Licensed Clinical Social Workers and non-social work licensed professionals who request them for Preceptor Training only. A total of 3 CEUs are offered to licensed attendees who attend the entire training and are required to sign-in and out at designated times to receive CEUs.

5. Field Instructor Appreciation

At the end of each alternating year, a special Field Instructor Appreciation Day is held for all field instructors to recognize their efforts and offer continuing education. Both macro and micro topics are featured, led by a School faculty member with particular expertise. At the end of the other alternating year, a gift is given to Field Instructor's as a token of appreciation. The School also invites its field instructors to participate in an annual Field Instructor Symposium, in conjunction with other schools and departments of social work in the greater Los Angeles area.

III. FIELD EDUCATION EXPECTATIONS, REQUIREMENTS, AND GRADING

Field education is designed to provide all students with exposure to a full range of social work practice assessment and intervention activities, from a multicultural and critical race generalist perspective. The array of activities listed on the Learning Agreement describes the fully array of a comprehensive field experience. Additionally, students are expected to have the broadest range of diversity in their case assignments. Expectations for the internship are consistent for the Academic Year, and Summer Bridge, as well as in the DE sites, with appropriate differences in the time frames for activity assignments, the number and nature of case assignments, and specialization-specific activities.

A Field Education Calendar is made available on the School's website, identifying timelines for various activities during that period, including orientation, case assignments, development of the Learning Agreement, completion of student performance evaluations, and termination.

The guidelines for internship assignments and caseload expectations have been developed in conjunction with other academic sequences, and to also highlight the anticipated differences in skill level between first-year and second-year graduate students.

A. First-Year Expectations

First-year internships provide students with the opportunity to develop a foundation of skills fundamental to social work practice. These basic skills include a range of treatment issues and theoretical models, and a range of diversity of cases. While field experiences should include both direct and indirect service opportunities, the primary focus is on direct practice. First-year foundation and practice coursework assignments *must* address the following expectations so that students:

- Receive, within the first week of internship, an orientation to the agency, as well as an orientation to the specific program or service areas where the student is completing internship hours.
- Receive an initial caseload assignment, according to the Field Education Calendar. If caseload assignments cannot be made according to this timetable, the field instructor should contact the liaison to discuss the circumstances and plan accordingly.
- Have, throughout their internship semesters, a variety of experiences that include information and referral, case management, community linkage, advocacy, collaboration, assessment, treatment planning, crisis intervention, and treatment.
- Have a minimum of 50 percent of internship hours in direct practice activities. This should include individuals, couples and families, as well as case conferences and case presentations.
- Have, throughout their internship semesters, experience with indirect service activities, such as participation in agency and interagency meetings, outreach programs,

community advocacy, visits to community resources, etc.

- Participate in a group experience. If a group experience is not available within the agency, the field instructor should consult with the liaison about the possibility of developing a group experience at a related facility within the local community, which could then be integrated into the total field experience. Group experiences might include an educationally focused group, such as a parenting class, a therapeutically focused group, a socialization group, or a discussion group. Students should have an active role in the group beyond simple observation.

B. Second-Year Expectations

1. Micro Practice Focus

During the second year of field education, students build on the foundation of skills achieved during their first year. Students are expected to handle a larger volume of cases or assignments, develop an increased insight and understanding of agency and/or client systems and skills, and begin to practice independently. Second-year field experience *must* address the following expectations so that students:

- Receive, within the first week of internship, an orientation to the agency, as well as an orientation to the specific program or service areas where the student is completing internship hours.
- Receive an initial caseload assignment, according to the Field Education Calendar.
- If caseload assignments cannot be made according to this timetable, the field instructor should contact the liaison to discuss the circumstances and plan accordingly.
- Have, throughout their internship semesters, a variety of experiences that include information and referral, case management, community linkage, advocacy, collaboration, assessment, treatment planning, crisis intervention, and treatment.
- Have a minimum of 50 percent of internship hours in direct practice activities. This should include individuals, couples and families, as well as case conferences and case presentations.
- For students who request a primarily administrative internship, a minimum of 50 percent of the students' time must be spent in direct practice administrative activities such as program planning, program development and evaluation.
- Have experience with indirect service activities, such as participation in agency and interagency meetings, outreach programs, community advocacy, program development and/or evaluation, and other appropriate learning opportunities.
- Participate in a group experience. If a group experience is not available within the agency, the field instructor should consult with the liaison about the possibility of developing a group experience at a related facility within the local community which could then be integrated into the total field experience. Group experiences might include an educationally focused group, such as a parenting class, a therapeutically focused group, a socialization group, or a discussion group. Students should have an active role in the group beyond simple observation.

2. Macro Practice Focus

Students in macro-focused internships should experience a full range of administration, planning, program development/evaluation and community practice experiences. They are expected to develop the ability to transfer foundation practice skills into the administrative arena.

While students may be involved in some direct practice or service delivery, the primary focus is on administration, planning, and program development/ evaluation. Also, administrative internships may entail community practice experiences, including community organization, community building, and social planning activities.

Within the first two weeks of internship, students should receive an orientation to the agency, including organizational structure, mission, boundaries, funding auspices, staffing patterns, relationship to surrounding community, and the role and fit of the student intern into the respective agency's operation.

Students are expected to develop an understanding and application of skills in program development, program management, and other administrative and/or supervision areas.

Administrative activities may allow students to:

- Participate in a variety of committee, taskforce, and program-planning activities available within the agency.
- Serve as an agency representative on community-, county-, or state-level boards or committees related to the services provided by the field agency.
- Participate in grant-writing, budgeting, or other financial planning activities of the Agency.
- Help with the analysis of agency policies and programs to assess service delivery, administrative structure, etc.
- Participate in agency activities relating to personnel management functions, program planning, program evaluation, staff development, etc.
- Assume primary responsibility for the development and implementation of a special project during the internship period, with the selection of the project being a mutual process between the student and field instructor
- Participate in community-based or action research, i.e., data collection, instrument/ methodology design, data analysis.

C. Advanced Standing Expectations

Students in the Advanced Standing program must experience activities that enable them to:

- Demonstrate the integration of classroom learning with direct practice.
- Analyze their own values, attitudes, and behaviors to enhance their competence as professionals working with diverse individuals and groups.
- Identify strategies to resolve educational and professional challenges in the field.
- Demonstrate support of colleagues as they share internship concerns and successes.
- Analyze issues that arise during internship, specifically as they impact services in the students' area of specialization and as they relate to social work roles, agency mission.
- Complete a Self-Assessment and Evaluation Review as a reflection of their accomplishments during the Summer Bridge, defining their professional and personal growth in core areas.
- Perform satisfactorily on the Summer Bridge Interim Progress Report and the Bridge Final Evaluation.

- Participate in a one-day field lab in preparation for field education and the seminar.
- Complete 660 hours of field internship, 20 hours weekly.

D. Learning Agreement/Orientation Checklist/Comprehensive Skills Evaluation

The Learning Agreement/Orientation Checklist and Comprehensive Skills Evaluation (CSE) have been updated by the Inter-University Consortium of Social Work Programs in Southern California. The Foundation Year Learning Agreement has been incorporated into a CSE which reflects the 9 Educational Policy and Accreditation Standards (EPAS) delineated by the Council on Social Work Education in 2015. The Advanced Year Learning Agreement has been incorporated into a CSE which reflects the 9 Educational Policy and Accreditation Standards (EPAS) delineated by the Council on Social Work Education in 2015. The Learning Agreement section of the tool provides students with the opportunity to participate in planning their individual field education experience by identifying the plan for specific learning activities which will allow them the opportunity to develop skills in each of the ten competency areas; thus, providing a link between educational experience, planning, and evaluation. The completed Learning Agreement along with the Orientation Checklist must be signed by the student and field instructor, and submitted to the liaison at a designated date early in the first semester. The CSE is completed by the field instructor at the end of each semester and submitted to the liaison.

E. Educationally Based Recording Requirements

The use of Educationally Based Recordings (EBRs) is a Field Education course requirement, and its format is another tool developed by the Los Angeles Inter-University Consortium. EBRs can be completed in a variety of styles and formats. (See: Forms.) The most common type of recording is the Process Recording, a verbatim recording of all events that took place in an interview/interaction, both verbal and nonverbal. Process Recordings should also include a clear statement of the purpose of the interview, the student's impressions and assessment of the interview, and plans for the next session.

Some formats provide a basic structure and outline of topic areas or a summary of the interview or interaction. Other models are more suited to meetings or group situations. Confidentiality must be preserved at all times. No surnames, nor any identifying information, may be written in these documents.

The purpose of the EBR is to provide the student an opportunity to rethink the interview, group, or meeting, focusing on remembering content, analyzing various interventions, and developing an understanding of their experiences and perceptions. This process allows the student to reflect upon transference and counter-transference issues. As a supervisory tool, the EBR provides a picture of the student's interviewing styles, and reflects the student's ability to integrate knowledge and theory with practice skills.

Students complete EBRs during internship hours. They should be allowed one hour to complete each recording. EBRs are utilized in the supervisory sessions with the field instructor. The student and field instructor develop a system whereby the field instructor will have a copy of the recording prior to the supervisory session to enable the field instructor to review the document, make written comments, and prepare for discussion. The liaison will review the recordings during the scheduled agency site visit.

EBRs do not take the place of, nor should they be used as, agency documentation. They are learning tools to be used for supervisory purposes only, and are never placed in agency charts. Students are responsible for any documentation that is required by the agency itself for its own

records and files.

F. Interim Progress Report

The Interim Progress Report is the equivalent of a mid-term exam in an academic course (See: Forms). It provides the opportunity for students to be evaluated halfway through the semester, so strengths can be identified and areas for improvement can be addressed. The purposes of this report follow:

- Serve as a mid-term evaluation for Field Education courses SW 596A/B, SW 680A/B and Summer Bridge;
- Document student progress in the field agency;

  Allow the field instructor to alert the field liaison of any problem areas that may require early intervention; and

  Facilitate classroom and internship discussions that encourage learning and self-awareness.

G. Grading

The university uses a CREDIT/NO CREDIT grading system for field education. Students are evaluated on a continuous basis throughout the internship period. This process requires mutual participation, with contributions from the principal parties: student, field instructor, and seminar instructor/liaison. The field instructors and seminar instructors/liaisons are charged with the responsibility of determining the extent to which their students have met the criteria previously established for internship performance. Responsibility for the final grade assignment.

(CREDIT/NO CREDIT) rests with the liaison/seminar instructor. Students must receive a grade of CREDIT in order to remain in the program. Students who receive a grade of NO CREDIT may be dismissed from the program.

For each evaluation period, a face sheet is included as part of the evaluation tool. This sheet provides basic identifying information about the student, field instructor, and agency, and is signed by the student, field instructor, and seminar instructor/liaison. The student's signature does not necessarily signify agreement with the evaluation; it simply indicates that the student has read it. Students may write an addendum, if they wish.

H. Student Commitments

Our School joins with other social work education programs in California, both public and private, whose field education manuals also reflect that students who choose a career in social work are making a commitment to become part of a noble profession established nearly two centuries ago. With a profession based on humanitarian ideals and emphasizing service to oppressed groups, students are expected to learn how to place the needs of others first, and to demonstrate their willingness and ability to do so.

While students are fulfilling their internship responsibilities at their respective agencies, they must be committed to representing the School while serving their agencies' clients. Both in the classroom and in the field, students are expected to uphold the National Association of Social Workers (NASW) Code of Ethics including the six core values: being competent; showing dignity, respecting the importance of human relationships, having integrity, providing service, and advocating for social justice (www.socialworkers.org).

While in the classroom and in field seminar, students should focus on their individual and

personal learning needs and challenges. In fact, students are encouraged to do so in order to obtain faculty and peer guidance and support. However, once students pass through the door of their respective field agencies, they must respect that the first priorities of their agencies are to their clients.

Students in the process of achieving their Master of Social Work degree at CSULB must make specific commitments. Before starting the program, students sign an Admissions Agreement committing to the following understandings:

- That they will be available for field internship approximately between the hours of 8:00 a.m. and 5:00 p.m., typically Monday through Friday;
- That many agencies require security background investigations, fingerprint checks, random drug screens, and perhaps physical exams, TB tests, and immunization verification;
- That they will accept internship assignments made by the faculty;
- That, if the School is unable to match a student with a field site, the student may need to defer field education; and
- That they will maintain professional conduct in field education, in accordance with the NASW *Code of Ethics* and the six core values.

In addition, students enrolled in the Field Education courses must be committed to the following:

- Accepting and abiding by the policies and guidelines established by the School;
- Maintaining their student status and not being hired as an employee during the time they are in the field agency as an intern; however, students may receive a stipend, if one is available;
- Accepting and abiding by the policies and guidelines established by their respective field agencies, e.g., hours of operation, documentation requirements, participation in required meetings, upholding agency policies on confidentiality, and the protection of agency, staff, and client rights, etc. (this may include signing their agencies' policy manuals in order to have the privilege of serving those agencies' clients);
- Providing field instructors (and preceptors, as appropriate) with copies of course outlines and reading requirements for each course at the beginning of each semester to allow the field instructors to pace learning experiences to classroom content, and to assist students in integrating their practice activities with their academic learning;
- Participating actively in the educational experience of the internship by developing the Learning Agreement in conjunction with the field instructor, and by preparing and participating in weekly supervision conferences, participating in field seminar meetings, and participating in evaluation conferences with field instructor and liaison;
- Keeping an accurate record of hours in field internship;
- Maintaining an appearance and behavior that is consistent with social work standards and agency practice, values, and ethics, to be carried through in all interactions with clients, colleagues, and the community;
- Following individual agency protocols regarding the use of that agency's telephone, e-mail, and/or Internet systems for personal use;
- Providing for continuity of client services and treatment during university holiday periods, keeping to the obligations and values inherent in professional social work practice;

- Discussing in advance with the field instructor and liaison the scheduling of client visits and field days during university break periods to ensure continuity of care and appropriate services to clients; and
- Understanding and agreeing that sexual relationships are professionally inappropriate when they occur between members of the teaching staff or other agency staff and students. (Sexual relationships are never acceptable between students and agency clients as a professional power differential exists in these situations in terms of the influence and authority which one individual can exercise over the other. This type of relationship presents both professional and ethical concerns related to the NASW *Code of Ethics*.)

IV. RESOLUTION OF FIELD INTERNSHIP PROBLEMS

A. Problem Identification

The School of Social Work is committed to helping students maximize their learning opportunities and experiences in an educational internship. Potential challenges and demonstrated difficulties, both personal and educational, should be identified and acted upon as early as possible to allow corrective action and resolution. Every effort will be made to ensure that all students' rights to due process are protected.
Field education programs in California, both public and private, typically define student problems as the following:

- Being unable to accept the role of learner;
- Being unable or unwilling to carry out student responsibilities;
- Having attitudinal, ethical, and/or behavioral considerations that make faculty and field instructors question the student's "fit" with the profession;
- Showing impairment in social functioning–either a discrete single episode or more;
- Exhibiting provocative or disruptive behavior that is disturbing to clients, other students, agency staff, or faculty;
- Misinterpreting facts;
- Lacking insight;
- Having withdrawn, flat-affect or volatile, labile behaviors;
- Blaming others or external factors for failures and difficulties;
- Rationalizing a justification of inappropriate behavior; and
- Being impaired from alcohol or other substance use.

Certain behaviors, if documented, may make it impossible, for a field agency to select and/or keep a student. These behaviors may include the following:

- Refusing to accept the role of learner;
- Disregarding or violating agency policies and/or procedures;
- Failing to report previous criminal convictions and/or charges that have not been cleared from the student's criminal record and which may make field internships with populations of the student's choice impossible;
- Having dual relationships with clients, including sexual activity;

- Making physical or verbal threats or exhibiting aggression toward clients, agency staff, other students, faculty;
- Participating in any illegal behavior;
- Exhibiting sexual harassment behaviors at the field agency or on campus;
- Failing to maintain a grade of CREDIT in field education course;
- Rigidity demonstrated by inability to respect and follow an agency's policies, including refusing to sign the agency's Policy Manual;
- Being persistently angry or hostile;
- Showing a lack of flexibility in attitudes toward ethnicity, age, gender, sexual orientation, religion, physical or mental abilities, or other human diversities such that behavior with clients or in seminar impinges on the rights of others;
- Being unable to allow clients the opportunity to make their own choices and thus experience the consequences of such choices (with appropriate exceptions regarding minors, or in the case of suicidal behaviors, for example);
- Creating imminent danger of harm to clients, other students, or other professionals in the agency, i.e., the student is engaging in practice activities that could result in harm to the client, other students, or to other professionals;
- Violating the NASW *Code of Ethics* (i.e., areas outlined in the NASW *Code*, including the social worker's conduct and comportment as a social worker, the social worker's ethical responsibility to clients, colleagues, the agency setting, the social work profession, and society);
- Breaking confidentiality (i.e., violation of patient privacy, patient rights, and client confidentiality policies, or a violation of confidentiality policies regarding agency information or agency staff/personnel);
- Having unexplained absences (i.e., failure to notify field instructor in event of absence, or an extended absence with no notification or prior approval by field instructor and/or liaison);
- Having other significant professional issues or ethical concerns (e.g., dual relationships with clients, lying, false misrepresentation of facts, etc.); and
- Failing to disclose in a timely manner any existing barriers to full and professional accountability in the field placement. (See CSULB, Office of Counseling and Psychological Services (CAPS) Warning Signs Behaviors)

According to CSULB's Office of Counseling and Psychological Services (CAPS), the police should be called whenever there is concern that students may be in danger of harming themselves or others, or are in any way disruptive or out of control. On campus, this would be the Campus Police at 985-4101. In the community, the field agencies would follow their own individual protocols, which have been discussed with students in the process of completing the Orientation Checklist. (See: Safety in Field, Agency Protocols, and Orientation Checklist. See: Forms.)

In any situation deemed urgent, field instructors should contact their respective seminar instructor/ liaison or the Director of Field Education and follow the protocol described above for Faculty-On-Duty.

It should be noted that, effective February 2, 2006 the CSU Chancellor issued Executive Order

No. 970, "Student Conduct Procedures" (www.calstate.edu/eo/EO-970.html). This document explains the process by which students are provided with due process. It also provides guidance to campuses on how to address student misconduct. The university's protocol would take precedence over the Field Education Review, but the latter might occur to gain closure on the Field Education experience.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the MSW program for violating laws, rules or regulations.

B. Achieving Field Education Outcomes

The above circumstances are unusual. Typically, field education conflicts are far less severe and much more amenable to early interventions. Field internship challenges may be in the following categories: (a) students who may not be willing and able, or have the resources to fulfill their educational commitments and achieve the required educational outcomes; (b) field instructors who may not be willing, able, or have the resources to meet their students' educational needs; and (c) unforeseen circumstances, such as an agency no longer be able to serve as an internship site, or a field instructor leaving an agency with no qualified replacement.

In the case of (b) and (c) above, students, their field instructors, and their seminar instructor/liaisons should inform each other as soon as the circumstances are known. The seminar instructor/liaisons meet immediately with the Assistant Director or Director of Field Education, or respective DE Site Coordinator, to begin the process of identifying a replacement field internship. As discussed in the initial field lab, hours that students are out of field must still be completed, even if the circumstances are beyond the students' control. Field faculty are aware of this challenge and make every effort to place students as soon as viable field internship sites are identified.

In the event that an agency decides to dismiss a student, a Field Education Review is held. This review is convened by the Director or Assistant Director of Field Education and may include the liaison, (or the DE Coordinator), the field instructor, and the student. The results of this review will determine the student's status and options for field education. If it is the recommendation of the Field Education Review that the student be dismissed from the social work program, the student will be referred to the Director of the School. All procedures and protections of due process will be afforded the student, as outlined in university documents.

In the case of (a) above, the following steps will be followed to help students meet their commitments and achieve their educational outcomes.

Step 1: Student and Field Instructor Discussion

There is a discussion between the student and field instructor to clarify the issue(s), and to identify expectations and strategies for change.

a. Field instructor must communicate to the student the concerns, issues, and identified obstacles to the student's learning and adequate performance; conversely, a student should learn how to present concerns to the field instructor.
b. Student and field instructor may identify specific activities and steps that can be taken for resolution.
c. Field instructor will complete a consultation telephone call or meeting with the liaison.

d. Student may present issues/challenges in field seminar for feedback from peers and seminar instructor/liaison.

Possible Outcomes

a. Identified problems are resolved and student field internship continues.

b. Proceed to Step 2 below, if identified problems are not resolved.

Step 2: Field Education Performance Plan

When students have difficulty with professional practice, such as compliance with agency or School of Social Work policies, social work values and ethics, and school academic standards, including the NASW Code of Ethics (which govern social work practice), early intervention is essential. When an area of concern is identified, the student, field instructor, and liaison meet to accomplish the following:

a. Student or field instructor (or both) communicates the problem(s) to the seminar instructor/ liaison.

b. Student, field instructor, liaison, and (as appropriate) the Assistant Director or Director of Field Education, or distance education site coordinator, meet to review problems and obstacles, and to identify possible solutions.

c. During this meeting, the seminar instructor/liaison and/or assistant director or director of field education should have an opportunity to review evidence of the student's strengths and educational needs in the agency, including feedback from preceptors (as appropriate), recordings, and further case documentation.

d. A clear statement is made during this meeting of problem areas and remediation steps, expectations for change, and a time frame for remediation.

e. A Field Education Performance Plan is written by the seminar instructor/liaison in consultation with the Director or Assistant Director of Field Education. The plan must be reviewed by the Associate Director/Graduate Advisor of the School to ensure compliance with university policies. The plan lists the areas needing improvement in relation to any of the six core values of the NASW Code of Ethics and the EPAS competencies; the behaviors that need to change; the expected new outcomes; the role of the student and all parties in helping students achieve those outcomes; and time frames.

f. A copy is sent to all participants for signature, and each returns their signed copy to the liaison.

Possible Outcomes

a. Student, field instructor, and liaison follow the Field Education Performance Plan, resulting in satisfactory completion of plan within specified time frame. The Plan is considered successfully completed.

b. Extenuating circumstances may result in the student being reassigned to a new field agency. The respective field faculty will arrange a reassignment, as appropriate, guided by the liaison's recommendations. *The Performance Plan follows the student to the new field internship.*

c. Student has demonstrated progress, but has not yet completed terms of the Performance Plan by the date designated for review. An agreement is made by all

parties to extend the Plan and the amended date is added to the original Plan. The time frame will depend upon skill(s) to be developed. A follow-up review meeting is scheduled with the student, field instructor, and seminar instructor/liaison.

d. If the student refuses to participate in the meeting or refuses to sign the plan, the student is referred to the Director of Field Education and the Director of the School.

   Refusing to sign a Field Education Performance Plan is tantamount to rejecting the student's required and previously committed-to role as a learner. Such behavior will result in an inability to complete the requirements for a Field Education course. Receipt of NO CREDIT for a Field Education course could result in dismissal from the program.

C. Field Placement Reassignment

Students may be reassigned to another field internship if: (a) the field instructor or seminar instructor/liaison and the Assistant Director and/or Director of Field Education assess that a transition move is appropriate; and (b) there is another internship available. It must be noted that reassignment to a new agency is not always possible and is dependent upon the availability of a placement, and the appropriate timetable required for the student's completion of field hours.

Students who have Field Education Performance Plans must take those plans with them to their new field internship. Students must terminate appropriately with clients, and complete all required agency documentation before they may begin a new field internship and in order to remain in good standing. Failure to do so will result in a Field Education Review to determine the student's status in field. The meeting may include the student, the field instructor, the liaison, and the Director of Field Education.

Students may need to complete additional hours in field when reassignment occurs in order to experience the necessary orientation and integration into the new agency setting, and to provide a base for evaluating the students' performance. A minimum of 167 hours (1/3 of the 500 hours) must be completed in the new field internship site regardless of the number of hours completed at the prior agency site.

D. Additional Performance Plan

On very rare occasions and in the event that a student requires an additional Field Education Performance Plan at the same agency, a confidential meeting will be held that may include the student, the field instructor, the liaison, and the Director or Assistant Director of Field Education. A second plan may be written. The student must be successful in meeting the terms of the plan in order to receive a grade of CREDIT. If the student is unsuccessful, they will receive a grade of NO CREDIT and may be terminated from the program. Or, the student may be offered the option of withdrawing from the course and repeating it in the next academic year. In such cases, the student will be referred to the Associate Director/Graduate Advisor to revise their academic plan.

E. Dismissal from Agency

At any time, an agency may request that a student discontinue their internship because of unethical behavior, unprofessional behavior, or student performance issues. Following dismissal from an agency, the liaison will instruct the field instructor to provide written documentation related to the concerns and support offered to the student. A confidential meeting will be held and will include the student, the liaison, and the Director or Assistant

Director of Field Education, and may include the field instructor for the purpose of discussing the student's status in the field education program. As a result of the meeting: a) a student may be moved to a new agency (if available); b) a student may be offered the opportunity to repeat the semester at a new agency the following year; or, c) a recommendation will be made to dismiss the student from the program. In the case of (a) or (b) the hours the student completed at the agency will not be counted toward the required 500 hours of internship.

F. Dismissal from MSW Program

Students who do not complete the terms of their Field Education Performance Plans in an appropriate time frame may be terminated from their Field Education course with a grade of NO CREDIT. A grade of NO CREDIT might mean termination from the MSW program, as a passing grade in field education is a requirement for continuation in the program.

Students who are documented as having behaviors listed above regarding student commitments and problem identification may be terminated from Field Education with a grade of NO CREDIT. A grade of NO CREDIT might mean termination from the MSW program, as a passing grade in field education is a requirement for continuation in the program.

As in all instances of assignment of a final grade, students have the option of appealing that grade, in accordance with university grade appeals policies and procedures.

V. COMMUNITY SUPPORT AND COLLABORATION

A. Joint Field Directors Meetings and Events (Local, State, National)

Field directors meet regularly with colleagues on local, state, and national levels to share policies, programs, practice, and research leading to improved social work education. In southern California, twelve universities collaborate on field education activities, including sponsoring workshops for field instructors and preceptors, developing learning and assessment tools, and sharing resources. The consortium includes social work programs at the CSU campuses at Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, and San Bernardino, and San Diego, as well as the social work schools at the University of California, Los Angeles; the University of Southern California; Loma Linda University; Azusa Pacific University; and, California Baptist University. Meetings are rotated, and are hosted by each university. All field directors from all Departments and Schools of social work participate in the local meetings.

Nationally, there is also an association for field educators. The Council on Social Work Education (CSWE) holds meetings and workshops to address cutting-edge issues related to Field Education. All field faculty are invited to participate in these meetings.

B. "Heart of Social Work" Award

Field education is fondly referred to as the "heart of social work" because it is in the field that students and practitioners connect with clients. Each CSWE conference provides an opportunity to nominate an outstanding field instructor for a national "Heart of Social Work" award. The CSULB School of Social Work is proud to nominate a field instructor for this award. Over the years, both BASW and MSW program field instructors have been nominated.

SUPPLEMENTAL INFORMATION

FIELD EDUCATION SAFETY TIPS

Note: The following information is adapted from materials developed by the Los Angeles County, Department of Children & Family Services.

Whenever a CSW or Intern is with a potentially explosive client, either in an individual or group setting, there are certain precautions you can take.

1. **KNOW AS MUCH AS POSSIBLE ABOUT YOUR CLIENT!** Keep in mind any history of violence. Pay attention to warnings from others who know the client, and to any threats made by the client to the CSW or Intern or to others who may be involved in the meeting/contact.

2. **PLAN FOR THE UNEXPECTED!** While with the client, you should position yourself between the client and an available exit. **You should always sit or stand by the nearest exit.**

3. **SET THE GROUND RULES FOR THE MEETING FROM THE START!** Advise a potentially explosive client that any display of unacceptable behavior will lead to an early termination of the meeting.

4. **BE ALERT TO ANY ESCALATION OF HOSTILE BEHAVIOR!** If a client exhibits body movements that could indicate increased agitation, such as pacing, arm-swinging, fist-pounding, or a "too-close" body stance.

5. **BE AWARE OF VOICE-PATTERN CHANGES!** If the volume of a client's voice suddenly increases or decreases, or they begin to speak more slowly or rapidly, or the client demonstrates prolonged angry silences, or makes verbal threats, etc., this could indicate potentially volatile behavior.

6. **KNOW THAT THERE MAY BE POTENTIALLY ANGRY PEOPLE IN A GROUP!** Always be prepared to de-escalate a client's anger with your voice, words, and body language, should he or she appear to be getting out of control.

7. **CONSIDER HAVING ANOTHER WORKER IN THE INTERVIEW FROM THE START!** Or, plan to have a co-worker stop in periodically.

8. **INFORM SECURITY AND A SUPERVISOR OF CLIENTS WHO MAY POSE A THREAT!** When the client arrives at the office, the CSW or intern should also let the unit supervisor know—along with any available supervisor or a clerical staff person—about the possible threat. Ask that the clerical staff advise the CSW or intern whom you were unable to alert.

9. **BE PREPARED TO LEAVE AND GET HELP!** Take action if the client exhibits erratic behavior or becomes uncontrollable.

10. **HAVE ALL CHILDREN REMOVED FROM THE AREA!** If necessary, have children placed out of harm's way so they will not be exposed to an emotionally or physically harmful situation.

11. **LEAVE IF YOU FEEL THREATENED!** Be aware of home and neighborhood environments. Consult with your supervisor immediately or as soon as possible thereafter, about the situation.

ON-THE-JOB SAFETY AND SECURITY

by Sergeant Jeff Jablonsky
Chief Administrative Officer, Office of Security Management

GETTING AROUND WITHOUT GETTING MUGGED!

Whether you are on the job or traveling on your own, there are steps you can take to minimize the hazards of going into strange neighborhoods and unfamiliar buildings.

YOUR BEST STRATEGY IS TO PLAN AHEAD!

- Arrange your schedule so you visit the worst section of town first thing in the morning.
- Leave a copy of your itinerary at your agency, and call the agency to inform them that you are safe at the end of your visit, or that you have reached home at the end of the day.
- Call a client BEFORE you set out for their house to confirm your appointment.
- If a client is new, ask for precise directions and repeat the directions back to them.
- If you must refer to a map or set of directions, do so before you leave the office or home.
- Know that lost people are prime targets for muggers. Knowing exactly where you are going will give you an air of authority that is good for protection.

DRESS TO PROTECT AGAINST MUGGERS!

- Do not wear flashy clothing or jewelry. You want to look like everyone else and blend in.
- Carry your work papers in an inexpensive case or folder.
- Carry only what you need for identification. Do not dangle a handbag from your shoulder.
- Carry just enough money for phone calls and lunch, tucked away in a pocket.
- When going into unfamiliar areas, soft-soled shoes are a must; not just for comfort, but also, to make it easy to run, if it should become necessary.

STAY SAFE EN ROUTE TO YOUR DESTINATION!

- Keep your car in top-notch condition, with adequate gasoline, to avoid breakdowns.
- Be sure to have change with you for parking meters, and store it out of sight.
- Keep your doors locked and your windows rolled up, especially in isolated areas.
- Do not get out of your car if you can possibly avoid it until you reach your destination.
- Avoid parking in dark, isolated areas, if at all possible.
- It is always better to park on the street than in a driveway or a parking garage. Watch for rubble, broken glass, or ditches that could flatten a tire or immobilize your car.
- Before getting out of your vehicle, make sure you have left nothing visible inside.
- Long before arriving at your destination, store personal belongings, work information,

or extra supplies in your trunk.

- Get whatever supplies or information you will need for your next appointment out of your trunk before you arrive there, perhaps before you drive away from your previous stop.

WHEN YOU ARRIVE IN THE NEIGHBORHOOD!

- Walk briskly and act sure of yourself. Size up potential hazards without being obvious.
- Walk in the middle of the sidewalk and avoid dark alleyways, bars, and groups of loiterers.
- If a group is blocking the doorway to your client's residence, look for another entrance.
  If you do not see another entrance (as with an apartment building or condominium), and an individual or crowd seems hostile, walk away and reschedule the appointment.
- If you decide it is safe to enter the location, make a mental note of other exits as soon as you are inside (again, mainly for apartment buildings or condominiums).
- At all times, trust your instincts. If someone suspicious gets on the elevator with you, get off as soon as possible by pushing all the floor buttons.

THE DANGER IS NOT OVER WHEN YOU ARRIVE!

- At your client's door, pause for a minute to listen.
- If you hear loud quarreling, beat a hasty retreat. Walking in on a fight can be very dangerous, especially in high-crime areas, since many families keep guns or knives in their homes.
- Be alert to signs of violence or sexual advances, however subtle, from either a client or someone else present. If you think you could be in danger, casually move toward the doorway so that you can make a quick exit, if need be. Never allow yourself to be backed into a corner.
- If you encounter a serious threat to your safety—for example, a building that appears to be too dangerous to go into alone—ask your agency to provide you with an escort.

Plan ahead, be alert,
and take the proper precautions . . . .

Habits that will help you shrink the dangers
of in-home or in-office visits to manageable size.

ALWAYS HAVE A PLAN . . . .

FAILING TO PLAN is PLANNING TO FAIL

CODE OF ETHICS
of the National Association of Social Workers
Approved by the 1996 NASW Delegate Assembly
and revised by the 2017 NASW Delegate Assembly

PREAMBLE

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation**,** administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

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

PURPOSE OF THE NASW CODE OF ETHICS

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must consider the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code,* there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the*Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

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

ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenges social injustice.*
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*
Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

ETHICAL STANDARDS

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third-party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or

expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(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 others. 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.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take-action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take-action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(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 in 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 being 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, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

CSULB OFFICE OF COUNSELING AND PSYCHOLOGICAL SERVICES: LIST OF WARNING SIGNS BEHAVIOR

According to CSULB's Office of Counseling and Psychological Services (CAPS), which can be reached at 562.985.4001, the following behaviors may be warning signs of a "distressed student":

- Inability to concentrate
- Confusion or persistent worrying
- Social isolation
- Increased irritability
- Missed classes/assignments
- Restlessness or indecisiveness
- Disheveled appearance
- Persistent worrying
- Social isolation
- Mood swings

SEE something, SAY something, DO something

If the student's conduct is clearly and immediately reckless, disorderly, dangerous, or threatening including self-harm behavior…	CALL 911 OR CAMPUS POLICE (562) 985-4101
If the student shows signs of distress but I am unsure how serious it is…. If my interaction has left me feeling uneasy and/or really concerned about the student…	CALL CAPS 562-985-4001
If I'm not concerned for the student's immediate safety, but s/he is having significant academic and/or personal issues and could use some support or additional resources…	REFER STUDENT TO APPROPRIATE STUDENT RESOURCES

Campus Resources

CAPS 562-985-4001
Emergency assessment available at the offices 8 a.m. to 5 p.m. After hours help available by calling above number and listening to main menu to be connected to tele-med counselor.

CSULB University Police
911 or 562-985-4101

Equity & Diversity
562-985-8256

CARES Team
562-985-8670

Bob Murphy Access Center
562-985-5401

GUIDELINES FOR THE USE OF SOCIAL MEDIA
FIELD EDUCATION PROGRAM *

Social media channels, such as Facebook, Twitter, YouTube, Flickr, Second Life and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your ***professional image***, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm”, it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

As you get started in your field placement, it may be helpful to explore the following questions with your field instructor and/or task supervisor.

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?

2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?

3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

   To help facilitate these conversations, consider the following topics for discussion with your field instructor and/or task supervisor:

1. What are the agency guidelines regarding the use of Facebook and who can you friend?

Managing friend requests and maintaining privacy setting is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle o cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a

professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates and see who you've friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

2. What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter?

With the proliferation of hand-held devices such as smart phones, iPhones and Blackberries, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and Twitter are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

3. Can I check my personal social media accounts during the field hours?

In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

4. The Code of Ethics and social media.

The NASW *Code of Ethics* provides new guidelines for social media.

- Standard 1.03(i) states that "Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons."
- Standard 1.06(e) states that "Social workers should avoid communications with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes."
  (f) states that "Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients."
  (g) states that "Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability,

religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients."
(h) states that "Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients."

- Standard 1.07(i) states that "Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants."
  (m) states that "…Social worker should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication and text messages.
  (p) states that "Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients."
  (q) states that "Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent."
  (r) states that "Social works should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media."
- Standard 2.10(a) states that "Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology."
  (d) states that "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, including dual relationships that may arise while using social networking sites or other electronic media…"
- Standard 3.01(c) states that "Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of a potential harm to supervisee, including dual relationships that may arise while using social networking sites or other electronic media."

The NASW Code of Ethics also provides a variety of other standards that social workers should consider when engaging in use of social media. Here are a few examples of the Codes other standards applicability to social media.

- Standard 1.06 states that "social workers ***should not engage in dual or multiple relationships***…in which there is a risk or exploitation or potential harm to the client…and social workers…are responsible for setting clear, appropriate, and culturally sensitive boundaries" (1.06c). The Code goes on to note that "dual or multiple relationships can occur simultaneously or consecutively" (1.06c). Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.

- Standard 1.07(i) states that "social workers ***should not discuss confidential information in any setting unless privacy can be ensured."*** We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded

or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don't post in advance when you plan to be on vacation or away from home for an extended period of times. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

- Standard 4.03 states that "social workers ***should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities."*** Social media channels provide and excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work, or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post , correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

5. What should I do next?

Take some time to review these guidelines with your field instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Field instructors, colleague, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families, so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

**Adapted from UNC-Chapel Hill School of Social Work*

COVID-19 Release of Liability and Assumption of Risk,
Safety Guidelines from the CDC, and
Telehealth Policy

COVID-19 Release of Liability and Assumption of COVIDRisk

The COVID-19 Release of Liability and Assumption of Risk document
is located on the next page.

CDC Safety Guidelines

Prevention
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html
Social work safety
https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus/Social-Work-Safety
Healthy Hygiene
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html
Hand Washing
https://www.cdc.gov/handwashing/when-how-handwashing.html
Face Covering
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-facecoverings.html
Cleaning Disinfection & Ventilation
https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html
Social Distancing
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html
Symptoms
https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
Use of mask guidelines
https://www.youtube.com/watch?v=JwPWdkbyizw

Telehealth

Standards for technology in social work practice
https://www.socialworkers.org/LinkClick.aspx?fileticket=IcTcdsHUcng%3d&portalid=0
Successfully implementing Teletherapy
https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP52-Tips-forSuccessfully-Implementing-Teletherapy

Sample COVID-19 Release of Liability Document

LONG BEACH STATE UNIVERSITY

COVID-19 RELEASE OF LIABILITY,
ASSUMPTION OF RISK AND PROMISE NOT TO SUE

Activity: School of Social Work On-Site Internship

Term of Activity: Fall 2020

Activity Location:

In connection with the fulfillment of STUDENT's internship requirement, STUDENT was offered the option of (a) delaying internship during the COVID-19 pandemic, recognizing that this will delay your graduation from the **Social Work** Program (b) internship conducted remotely, if available; or (c) internship conducted on-site at a social service, community service, or health care facility.

STUDENT has voluntarily elected to participate in internship conducted on-site at a social service, community service, or health care facility (hereinafter referred to as the "ACTIVITY"). STUDENT is free to opt out of ACTIVITY at any time and inform the UNIVERSITY of that decision.

DISCLOSURES

In electing the ACTIVITY, STUDENT understands, recognizes, and has taken into account the following:

- The ACTIVITY requires and involves direct contact, including physical contact, with clients, or other individuals present at the internship site.
- Since in or about January 2020, there has existed and continues to exist a nationwide pandemic commonly referred to as the COVID-19 pandemic.
- COVID-19 is highly contagious, and capable of widespread person-to-person transmission.
- During the ACTIVITY, STUDENT may come into direct or close contact with clients or other individuals at the internship site who have contracted COVID-19 or who might otherwise be contagious.
- During the ACTVITY, STUDENT may be exposed to and/or contract COVID-19.
- There is and can be no guarantee that STUDENT will not be exposed to or contract COVID-19 during the ACTIVITY.
- CSU LONG BEACH makes no representations and can give no assurances about

the degree to which STUDENT may be exposed to COVID-19 during the ACTIVITY.

- CSU LONG BEACH) makes no representations and can give no assurances about the risk or probability that STUDENT may contract or transmit COVID-19 during the ACTIVITY.

- CSU LONG BEACH makes no representations and can give no assurances about the practices, measures or methods employed or adopted by the internship site related to the COVID-19 pandemic, or the sufficiency and adequacy of those practices, measures or methods.

- Notwithstanding any practices, measures or methods employed or adopted by the internship site, there will still be a risk and possibility of contracting or transmitting COVID-19 during the ACTIVITY.

ASSUMPTION OF RISK

Pursuant to the professional licensing requirements established by the State of California and/or national accreditation/certification standards, STUDENT is required to engage in a specified percentage of internship hours involving direct client contact. STUDENT is voluntarily participating in the ACTIVITY at this time in order to satisfy that requirement as expeditiously and quickly as possible, notwithstanding the COVID-19 pandemic.

STUDENT is aware of the risks associated with the pandemic which includes but are not limited to physical or psychological injury, pain, suffering, contagiousness, illness, temporary or permanent disability, economic or emotional loss, and/or death. STUDENT understands that these injuries or outcomes may arise from STUDENT's own or other's actions, inaction, or negligence.

STUDENT expressly and without qualification agrees to assume, and does assume, sole responsibility for all risks, known or unknown, relating to the COVID-19 pandemic associated with or attributable to the ACTIVITY.

RELEASE AND PROMISE NOT TO SUE

The term "UNIVERSITY" means and refers to the State of California, the Trustees of The California State University, California State University, Long Beach and their employees, officers, directors, volunteers, and agents.

In consideration for being allowed to participate in the ACTIVITY, STUDENT (on behalf of STUDENT and STUDENT's next of kin, heirs, and representatives):

(1) **Releases and discharges UNIVERSITY** from any and all actions, claims, causes of action and liability, including claims of negligence, that in any way are related to, based on, or involve the COVID-19 pandemic and the ACTIVITY; and,

(2) **Agrees and promises not to sue or assert** any action, claim, or cause of action

against the UNIVERSITY that in any way relates to, is based on, or involves the COVID-19 pandemic and the ACTIVITY.

ACKNOWLEDGEMENTS

STUDENT understands the legal consequences of signing this document, including (a) releasing the UNIVERSITY from liability relating to the ACTIVITY and the COVID-19 pandemic, (b) promising not to bring claims against the UNIVERSITY relating to the ACTIVITY and the COVID-19 pandemic, (c) and assuming sole responsibility for all COVID-19 pandemic risks relating to, arising out of or associated with the ACTIVITY.

STUDENT understands that this document is written to be as broad and inclusive as legally permitted by and under California law. STUDENT agrees that if any portion is held invalid or unenforceable, STUDENT will continue to be bound by the remaining terms.

STUDENT understands and acknowledges that STUDENT may discuss and review this document with an attorney before signing it.

STUDENT has read and understands this document and is signing it freely and voluntarily. No other representations concerning the legal effect of this document have been made to STUDENT.

STUDENT Signature: _____

STUDENT Name (print):_____

Date:_____

_____

Name of Parent or Legal Guardian (if under 18 years of age)

_____

Signature of Parent or Legal Guardian

Date:_____

Revised 5-22-20

CALIFORNIA STATE UNIVERSITY, LONG BEACH

AUTHORIZATION TO RELEASE STUDENT EDUCATION RECORDS/INFORMATION

Student Name (Print Name): _____

CSULB Student ID#: _____

I acknowledge that the collection, retention, and dissemination of my records and information about me are subject to federal regulations under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99). This means that I am responsible for specifying the person or agents who may have access to my records. I acknowledge that it is, therefore, necessary for California State University Long Beach ("CSULB") to obtain my permission to collect and release any of the following information appropriate to my application and participation in a clinical experience program as part of the degree curriculum in which I am enrolled at CSULB, that have a bearing on my application for the clinical experience program, as well as my continuing eligibility for the clinical experience program while at the clinical site:

(a) Health screening information, including, but not limited to, copies of any reports of physical examinations, immunizations, titers, or medical tests;
(b) A complete background check, including, but not limited to, a criminal background check, confirmation that I am not a sexual offender or listed in any child abuse registry, and confirmation that I am not on an OIG or GSA exclusion list;
(c) A complete drug screening as specified by the clinical site; (d) Student Biography.

I agree that the above-mentioned information may be released: (a) to faculty for participation in laboratory activities within the physical therapy program, (b) to the clinical education team for the purpose of placement in the clinical experience program, (c) to the clinical site, (d) by the clinical site to the home institution during the period of the clinical experience program, and (e) by either institution to medical personnel in case of a medical emergency.

I will promptly to report to my advisor(s), my departments at CSU Long Beach, and to the clinical sites to which I am assigned of any changes in my health or background status.

I further authorize the Director of Clinical Education from CSULB to contact, obtain and share information concerning me, with those persons directly involved in my clinical experience (such as my Center Coordinator for Clinical Education, Clinical Instructor(s), physicians, etc). The information to be obtained and shared between CSULB and clinical site personnel will relate solely to those matters pertaining to my clinical performance. This consent is effective on the date set forth below, and can be rescinded by me at any time.

I understand that (i) I have the right not to consent to the release of my education records; (ii) I have the right to receive a copy of such records upon request; and (iii) that this consent shall remain in effect until revoked by me, in writing, and delivered to my advisor(s) and my department at CSU Long Beach, but that any such revocation shall not affect disclosures made by CSULB prior to the receipt of any such written revocation. I also acknowledge that revocation of this consent would make me ineligible for future physical therapy clinical experience programs.

_____ _____

Student Signature Date