CAL STATE LA

School of Social Work

BASW STUDENT PRACTICUM EDUCATION MANUAL 2025-2026



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2025-2026 BASW PRACTICUM EDUCATION MANUAL
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The BASW Practicum Education Manual provides an overview of the practicum education program, including policies, procedures, guidelines, forms, and other specific requirements, all of which have been developed in collaboration with other California schools of social work.

I. THE SCHOOL OF SOCIAL WORK OVERVIEW

The Mission

The School of Social Work, which guides our program goals and objectives reads as follows:

> *The BASW Program in the School of Social Work at California State University, Los Angeles prepares students for beginning strengths-based generalist practice in socially, culturally, and economically diverse urban communities. Our BASW graduates are educated to promote social and economic justice and facilitate change and growth at all levels of professional practice.*

Through this mission, we prepare our BASW students for leadership positions in social service organizations that serve diverse and changing urban communities. We are committed to advancing knowledge in social work and to pursuing academic excellence and life learning that emphasizes sensitivity to race, ethnicity, class, sexual orientation, disability, gender, and age over the life course.

The mission of the School of Social Work is consistent with the missions of the University and the College of Health and Human Services. The mission statements that define the pedagogy of our University, College, and School of Social Work share five common themes: (1) an appreciation of diversity and cultural competence, (2) knowledge concerning the social and economic circumstances and needs of urban communities, (3) integration of teaching and public service through service learning opportunities, (4) broad-based education regarding the service needs of individuals, families, groups and communities, and (5) leadership development.

A Brief Overview of the BASW Program at CSULA

The Bachelor of Arts degree in social work enables students to explore and develop values, knowledge, and generalist skills essential to the practice of social work in a multiethnic environment. The BASW program provides continuing education for persons already employed in the field of social work or related human services; prepares students for professional entry-level positions in social work; and prepares students for further study in graduate schools of social work or related human services. In compliance with Council on Social Work Education Accreditation standards, academic credit for life experience and previous work experience is not given in whole or in part, in lieu of practicum or of courses in the professional foundation areas of educational content.

Urban Generalist Practice Explained

The urban generalist is a practitioner who engages in strength-based social work practice with individuals, small groups, organizations, and communities. The practitioner understands the urban, inner-city context and the social issues that impact individuals, families, groups, and communities: poverty, multiculturalism, and reliance on family and community-based resources. This practitioner can work at multiple system levels and is skilled at cross-cultural practice. The

goals, objectives and curriculum emphasize themes of diversity, justice, community-based services, and cross-cultural competence. The urban generalist is committed to promoting access to the resources and opportunities necessary to serve the poor, vulnerable, under-served, and oppressed populations to further their well-being and promote social justice.

We view the urban generalist as a professional who is skilled in cross-cultural practice, who can manage the micro and macro level manifestations of distress, and who is able to bridge practice and policy. The urban generalist who graduates from our program is both a practitioner and a policymaker.

The Relationship Between Classroom Instruction & Directed Practicum Education Experience

The National Association of Social Work Code of Ethics serves as a guiding framework for developing values and ethics among students in the BASW Program at CSULA. In addition to the NASW Code of Ethics, accreditation standards and procedures sanctioned by the Council on Social Work Education (CSWE) also serve as mandated guidelines for the BASW program. While students are initially exposed to the Code of Ethics via classroom instruction it is expected that during the directed practicum experience the student will have additional supervised opportunities to learn and "practice" concepts mentioned in the Code of Ethics and CSWE standards.

CSULA School of Social Work also has a clearly defined policy on nondiscrimination and sexual harassment CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation (Nondiscrimination Policy). The document includes but is not limited to policies and procedures to guard against discrimination based on race, color, gender, age, creed, ethnic or national origin, disability, political orientation, or sexual orientation, as well as policies regarding violence and harassment. All students in the BASW program are expected to adhere to these policies on campus and during their practicum experience.

II. EXPECTED OUTCOMES FOR CLASSROOM INSTRUCTION

The following definition of social work has been accepted for undergraduate social work education.

> *Social work is concerned and involved with the interactions between people and the institutions of society that affect the ability of people to accomplish life tasks, realize aspirations and values, and alleviate distress.*

Within this larger framework, the goal of a Bachelor of Social Work (BASW) education has been identified as preparation for entry-level professional practice. The kinds of issues BASW students are confronted with are commonly associated with difficulty or inability to secure basic needs. BASW level social work practice focuses on the individuals, families and small groups, organizations and institutions, and neighborhoods and communities. The broad range of these target systems have implications for teaching and learning in both the classroom and practicum settings.

The Ten Competencies of the Curriculum

The goal of preparation for entry-level practice is a global one, and due to social work educators'

desire to ensure outcomes, ten competencies have been identified, and together they constitute the fundamental basis for entry-level social work practice. The competencies serve as the stimulus for curriculum development.

- Identify and assess situations where the relationship between people and social institutions needs to be initiated, enhanced, restored, protected, or terminated.

- Develop and implement a plan for improving the well-being of people based on problem assessment and the exploration of obtainable goals and available resources.

- Enhance the problem solving, coping, and developmental capacities of people.

- Link people with systems that provide them with resources, services, and opportunities.

- Humane operation and effective intervention of the vulnerable and discriminated against.

- Promote the effective and humane operation of the systems that provide people with services, resources, and opportunities.

- Actively participate with others in creating new, modified, or improved service, resource, opportunity systems that are more equitable, just, and responsive to consumers of services, and work with others to eliminate those systems that are unjust.

- Evaluate the extent to which the objectives of the intervention plan were achieved.

- Continually evaluate one's own professional growth and development through assessment of practice behaviors and skills.

- Contribute to the improvement of service delivery by adding to the knowledge base of the profession as appropriate, and by supporting and upholding the standards and ethics of the profession.

The Curriculum

Social work educators and practitioners acknowledge that achievement of these competencies constitutes a formidable challenge. Fostering such competencies requires a carefully thought-out and well-structured curriculum, which focuses on the transmission of social work knowledge, skills, and values. The social work curriculum consists of four major substantive areas: Practice, Policy, Human Behavior and Research.

The Practice/Methods, component of the curriculum attempts to explain social work as a helping profession based on the intake/engagement, assessment, treatment planning/intervention, termination, and evaluation. It is during direct, micro level practice that students develop the skills to interact with and on behalf of clients and their systems.

The Social Policy and Services component is focused not only on the description of, but also the development of an analytic framework for consideration of the American social welfare system.

This implies the need for "foundation content in basic economics, government, political and legislative processes, and the law," some of which is acquired in coursework taken outside of, prior to or concurrent, with core courses in Social Work.
Courses in Human Behavior educate as to what influences the development of both "normal" and deviant human development. The focus is on the social environment and the effects of systems in which people interact (e.g., families, schools, neighborhoods, etc.). In addition, there is an emphasis on "human diversity" content, i.e., knowledge about groups with special needs, such as women, minorities, disabled, the elderly, etc.

Research skills are becoming increasingly important for social workers at all levels of practice. The goals of Research courses are (1) to teach students how to use research methodologies to obtain necessary information, (2) to transmit knowledge necessary for students to understand and evaluate information presented in relevant professional journals, and (3) to transmit the knowledge and skills necessary to evaluate the effectiveness of their own entry-level practice. In short, the student must demonstrate the ability to both effectively perform research and use information generated by research for advocacy and practice purposes.

SW 4951 & 4952 Integrative Seminar

The Integrative Seminar courses SW4951 (fall) and SW4952 (spring) are 3-unit courses each, taken concurrently with the directed practicum experience. The course is designed to facilitate the transition from student to entry-level professional social worker.

To begin practicum in the fall AND to maintain the assignment in the spring, students are required to be enrolled in the appropriate practicum course (SW 4951 and SW 4952) each semester before beginning internship, typically no less than one week prior to the start of practicum as indicated on the Master Calendar for the academic year. Students not enrolled in their seminar course one week before practicum starts shall be immediately removed from their practicum assignment. Any student removed from their assignment due to failure to register and enroll in the seminar course is not guaranteed reinstatement at the agency or re-assignment to another practicum site during the same academic year.

The seminar, which meets every other week, in person, on campus, is taught by a practicum liaison. The liaison also coordinates and facilitates an average of two site visits, (in person, via zoom/TEAMS/Skype, telephonic, etc.) per academic year with the student and their practicum supervisor, to discuss the student's performance in their placement. Student attendance and participation in seminars are essential to learning and mandatory to the extent that failure to attend and participate will result in point reduction which will impact the student's final grade. Hours spent on the seminar course are in addition to the required practicum hours spent at the agency.

Seminar is an integral component of the practicum experience and provides students with a supportive atmosphere for discussing, analyzing, and resolving issues experienced in their practicum placements. Specific seminar objectives include providing opportunities for students to:

- debrief, address, and problem-solve issues related to internship.
- integrate classroom course content with "on-the-job" experiences.

- learn about the various roles, skills, and values of social work practice.
- provide students with an opportunity to share learning experiences from practicum.

- help the student monitor his/her own learning in fieldwork, including strengths and areas for continued growth.

- complete in class exercises and assignments related to practice.

Expectations of Classroom Performance
SW 4951& 4952 Integrative Seminar Course

This Integrative Seminar courses provides the generalist social work practice foundation to the practicum experience. Students participate in practicum education concurrently with these seminar courses in fall and spring semesters for one year. The course attempts to build the systematic relationship between social work theory and practice by providing integration of classroom lessons and directed practicum experience. The participation and contributions of each student will be the prime mechanism for the development and exchange of ideas, and evaluation of student understanding and ability to apply concepts.

The seminar course instructor will determine the grade based on the following criteria:

- Overall satisfactory rating on the Comprehensive Skills Evaluation from the student's practicum instructor
- Consistent attendance and active participation in the seminar course.
- Satisfactory completion of all seminar assignments.
- Recommendation of "credit" for practicum education assigned by the practicum supervisor
- Submission of ALL final documents is required (failure to submit will result in an incomplete or failing grade in the course)
    - Timesheet (completed as per requirements)
    - Comprehensive Skills Evaluation (complete with signatures as required)
    - Evaluation of practicum experience

A grade of C- (72% and lower) is a failing grade in Integrative Seminar because as a major course the minimum grade requirement is a C. The Integrative Seminar course may not be taken as CR/NC or A, B, C, NC. Undergraduate students are expected to maintain a C (2.0) average in all courses attempted at Cal State L.A. and any other college or university attended and to make satisfactory progress toward their academic objectives.

GRADING SCALE
The final grade for this class is based upon the accumulation of points throughout the course. Course points will be converted to a percentage with final grade assigned as follows:

Overall Letter Grade Percentage Ranking

A 100-94%	Excellent
A- 93-90%	Very Good
B+ 89-87%	Good
B 86-83%	Satisfactory
B- 82-80%	Fair
C+ 77-79%	Need improvement
C 76-73%	Passing
C- 72-70%	Unsatisfactory/Must repeat course
D+ 67-69%	Unsatisfactory/Must repeat course
D 66-63%	Unsatisfactory/Must repeat course
D- 62-60%	Unsatisfactory/Must repeat course
F 59% and below	Failing/Must repeat course

Percentage & grade applies to ALL assignments and final grade

Students must earn no less than a C grade at the end of each semester AND must be rated as satisfactory on the practicum comprehensive skills evaluation. Students who do not meet these expectations must register and repeat the seminar course and practicum hours for the semester.

As in all instances of assignment of a final grade, students can appeal that grade according to the policies and procedures outlined in university policy.

III. BENEFITS & EXPECTED OUTCOMES OF DIRECTED PRACTICUM EXPERIENCE

It is almost impossible to become an effective social worker without the opportunity to practice what is learned in the classroom in a supportive, supervised setting. Students and faculty often view practicum education as the core of social work education, the real-world, an experiential laboratory where students can apply classroom learning. The quality of a student's practicum experience is strongly influenced by how much is learned about social work practice in the directed practicum experience, as well as the student's overall experience in the program.

Benefits

The practicum experience benefits the student, the agency setting, and the school of social work.

Benefits to the student include opportunities to 1) gain hands-on, real life experience in a social work setting; 2) learn professional skills and behaviors, and work habits necessary to meet career goals; 3) accept responsibility for tasks and assignments completed as outlined in the learning agreement; 4) develop professional relationships and maintain contact as appropriate for networking with a goal of securing employment in the future.

The student ***Learning and Performance Objectives*** of directed practicum education are

- Openness to learning, and ability to critically evaluate the agency program and one's own performance.
- Responsibility to self as learner and understanding that one's student role is unique in its emphasis on learning.
- Ability to adequately fulfill practicum education responsibilities.
- Ability to acquire knowledge of agency philosophy and function, its legal or legislative base, policy determination, eligibility requirements, limitations, and range of service.
- Participation in all available opportunities for learning; staff meetings, consultations, inter-agency contacts, conferences.
- Ability to work appropriately with agency supervisor and other agency staff.
- Growth in developing helping relationships with different client systems.
- Skills appropriate to the agency's function in casework, group work, and/or community organization.
- A willingness to try new experiences and to take risks in the pursuit of service to clients and skill development.
- Ability to identify, develop, and utilize resources.
- Insight into one's strengths and weaknesses, interests, and suitability for social work.
- Adhere to appropriate professional conduct

Student ***Values and Attitudes*** shall develop with learning experiences that will help student demonstrate they can:

- Display understanding, commitment, and adherence to the values and ethics of the social work profession.
- Recognize one's own values as they affect professional practice.
- Develop a sensitivity to the cultural values and attitudes of individuals and groups to be served.
- Learn to distinguish between one's own feelings and attitudes, and those of others; ability to identify and articulate own feelings and values.
- Develop a capacity to accept a variety of clients' emotions and behavior and constructively deal with differences between self, the client, and the client system.

Practice Competencies students are expected to demonstrate upon completion of the directed practicum education experience are as follows:

- Identify and assess situations where the relationship between people and social institutions needs to be initiated, enhanced, restored, protected, and/or terminated.
- Develop and implement a plan for improving the well-being of people based on problem assessment and the exploration of obtainable goals and available options.
- Enhance the problem-solving, coping, and developmental capacities of people.
- Link people with systems that provide them with resources, services, and opportunities.
- Is aware of the professional responsibility to identify and intervene in systems and relationships that perpetuate racism, sexism, and inequality.
- Promote the effective and humane operation of the systems that provide people with services, resources, and opportunities.
- Actively participate with others in creating new, modified, or improved service resource

opportunity systems that are more equitable, just, and responsive to consumers of services, and work with others to eliminate those systems that are unjust.
- Evaluate the extent of achievement of intervention plans.
- Continuously evaluate one's own professional growth and development through assessment of practice behaviors and skills, and professional feedback from Field Instructor.

Benefits to the practicum setting include: 1) the opportunity to contribute to the development of students for entry-level practice in social work or related hu man service; 2) student learners who bring a fresh perspective and desire to apply knowledge gained from the social work program; 3) the possibility of workload reduction and/or support for employees who are willing to train and work side by side with a student who can assist with providing services to clients; 4) opportunity to observe and consider a student as a potential employee upon graduation, reducing time and costs associated with training a new employee.

Benefits to the school of social work include the opportunity to: 1) strengthen its relationships with community organizations, 2) demonstrate the value of baccalaureate education and 3) remain current and receive valuable information regarding current trends in social work practice; 4) receive feedback from practicum agencies about issues related to requests for organizations to accept practicum students.

IV. ROLES & RESPONSIBILITIES

Since a successful internship is dependent upon the student, the practicum education setting, supervisor, and the school of social work working closely and cooperatively, it is important that each understand the relationships and responsibilities of those involved.

Explanation of Roles

Director of Practicum Education: The director manages the development and administration of the practicum education department, which includes, but is not limited to placing students, negotiating placement agency contracts, and providing support, assistance, and ongoing monitoring for practicum instructors and liaisons to enhance the provision of an educationally focused practicum education. The Director of Practicum Education collaborates with other CSULA faculty and staff to ensure the goals of the practicum education sequence are achieved. Additionally, they collaborate with other Practicum Liaisons/Coordinators/Directors locally and statewide, to help ensure the program meets or exceeds national standards and is beneficial to students and our community partners.

Practicum Liaison/Seminar Course Instructor (Professor): Practicum faculty members in the School of Social Work facilitate seminars for practicum students and manage ongoing, direct contact with students and agencies. The practicum faculty member coordinates, monitors, and evaluates the student's practicum experience to ensure best learning and professional development. They teach the course and provide consultation, guidance and evaluation of the student/intern and practicum agency.

Practicum Supervisor/Practicum Instructor: Formerly known as the Field Instructor (FI), the practicum supervisor, is typically employed by the community agency and has direct responsibility for the educational needs of practicum students at their internship site. Practicum supervisors must have an MSW or BSW degree and two years of post-graduate professional work experience. The practicum supervisor may work with a preceptor in an agency, but the supervisor is responsible for the student's learning, evaluation of their progress, and collaboration with the university.

Preceptor: A preceptor may be appointed by the agency practicum supervisor to oversee some of the responsibility for practicum students. The preceptor is a supplementary instructional figure who may or may not be a social worker by training. The preceptor may also be the daily task supervisor when the practicum supervisor is not on site.

The participating community agencies, students and the university are engaged in a mutual partnership in the provision of practicum education experiences. Within the framework of this partnership, each participant has specified responsibilities and obligations. The coordination of each participant and the adherence to responsibilities are crucial to the successful operation of the entire program.

Responsibilities of the School of Social Work

- Develop policy regarding the directed practicum education experience that includes standards and guidelines for the applied professional practice of entry-level social work.
- Monitor student adherence to appropriate professional conduct.
- Orient practicum education students to the program's placement, purposes, and goals, as well as the role and responsibilities of the School of Social Work, practicum education setting, and the academic and internship program's relationship. (This is done at mandatory meetings held at the beginning of the fall semester, the first day of the seminar).
- Coordinate the directed practicum education experience program and place students in various organizations.
- Cooperate with the practicum setting to develop and design a learning contract consistent with the expectations of the School of Social Work, individualized for the student.
- Address questions, as needed, about students' placement assignments.
- Provide ongoing support as field liaison with each directed fieldwork experience setting.
- Provide physical forms and/or electronic access as needed to required documents.
- Conduct on-site or virtual visits with practicum supervisor and the student together to ensure that the setting and supervisor are providing appropriate educational experiences.
- Provide opportunities for practicum supervisors and other related agency personnel to contribute to the curriculum's development.
- Provide measurable tool for practicum supervisors to evaluate a student's performance and implement performance improvement plans as necessary.
- The practicum liaison assigns a final grade for both semesters of Integrative Seminar, SW 4951 (fall) and 4952 (spring).
- The practicum liaison will schedule an agency visit (in-person or virtual) before the end of the first semester. The information obtained will be utilized to determine the continued

appropriateness and suitability of the agency as a practicum site.

Responsibilities of the Practicum Supervisor and Practicum Setting

- Provide a written description of the function and available opportunities for use by the school, which is to be updated on an annual basis.
- Communicate with the social work practicum education department throughout the process of selecting students to assure the best possible placement for the student and practicum setting. The final decision to accept an intern rest with the agency.
- Develop guidelines regarding practicum students which include standards consistent with those of comparable professionals in the agency. This means students must perform their duties in a professional manner consistent with agency guidelines and NASW Code of Ethics.
- Develop an orientation program for practicum students that includes an introduction to other agency staff and is similar in quality to that provided to other professionals entering the agency.
- Designate an individual with a BASW or MSW, (with minimum of 2 years post graduate experience) as the practicum supervisor to be responsible for the coordination of the practicum student(s), provides or ensures that they receive regularly scheduled supervision no less than once per week, with additional individual and/or group supervisions as needed.
- Inform the student of expectations for professional conduct and performance.
- Negotiate practicum days/hours with the practicum student and monitor student adherence to the requirement of 14 hours per week in field placement, with a minimum of 4 hours each day they are in field placement.
- Use the Intern Placement Tracking (IPT) system to develop a learning agreement in cooperation with the student, and compatible with the goals and objectives of both the student and the practicum setting.
- Assist the student in developing learning goals and coordinate assignment of responsibilities that will support learning as outlined in the learning contract.
- Offer a range of learning experiences and assure that the student is involved in productive tasks that are consistent with the students' learning goals and educational needs, as outlined in the learning agreement.
- Become familiar with and maintain awareness of the student's academic responsibilities as outlined in the syllabus. In collaboration with the student, develop a schedule to ensure that graded assignments that involve the practicum supervisor are completed and submitted in a timely manner.
- Contribute to the development of the school of social work through participation in scheduled meetings with practicum faculty.
- Offer ongoing constructive criticism or feedback to the student about the quality of his/her practicum performance.
- Be available and willing to meet or otherwise provide the intern's practicum liaison with updates on student progress no less than twice per academic year. Conduct a formal evaluation of the student each semester.
- The practicum supervisor is expected to attend the "Orientation for Practicum Supervisors" offered by the school of social work.
- Use the IPT system to complete The Comprehensive Evaluation at the end of each

semester.

- The practicum supervisor ***recommends*** credit or no credit for the directed practicum experience for each academic semester based on the student's overall performance in practicum.

Responsibilities of the Practicum Student

- Students are instructed to provide their practicum supervisor with a copy of their syllabus each semester.
- Participate in a variety of designated learning experiences.
- Participate in the orientation program of the practicum setting.
- Provide the practicum supervisor with their semester syllabus, review due dates and requirements of assignments related to the practicum experience, particularly those that require the practicum supervisor to review and sign.
- Review the master calendar to confirm holidays or other days to confirm dates of attendance at practicum.
- Submit requests for time off, along with a plan to make up time missed, as far in advance as possible.
- Demonstrate appropriate behavior and professional conduct consistent with the expectations of the agency and the school of social work.
- Consult regularly with the practicum liaison and e practicum instructor regarding their progress in practicum.
- Utilize the electronic IPT system to develop a learning agreement.
- In cooperation with the practicum supervisor, develop a learning agreement compatible with the practicum supervisor's and setting's goals.
- Assume responsibility and take initiative to make the practicum experience valuable by communicating experiences, needs, skills, interests, and professional goals to the practicum supervisor.
- Request clarification of expectations and responsibilities as needed.
- Seek professional feedback throughout the practicum experience.
- Familiarize yourself with the agency's local community, the people, their needs, and the available resources.
- Conduct research as needed to locate, secure and share information learned about resources with practicum supervisor and/or agency staff.
- Utilize the learning agreement to demonstrate understanding of expectations and carry out responsibilities assigned by the practicum supervisor.
- Recognize that successful practicum experiences will increase similar opportunities for other students in the future.
- Participate in the comprehensive evaluation process based on performance and goals accomplished during the practicum experience.
- Complete an evaluation of the practicum site and submit as directed by your practicum liaison
- Attend and actively participate in the bi-weekly seminar class.
- Enroll in the appropriate practicum course (SW 4951 and SW 4952) each semester at least one week before the practicum experience starts.

- Maintain good academic standing
  1. Students must maintain an overall GPA of 2.0.
  2. Students must earn a minimum grade of 2.0 in all required practice courses.
  3. Students must earn a C (73%) or better in each Integrative Seminar course (SW 4951 & 4952).

Compliance with Americans with Disabilities Act (ADA)

California State University, Los Angeles, does not permit discrimination on the basis of disability in admission to, access to, or operation of its instruction, programs, services, or activities, or in its hiring and employment practices. Also, the University does not permit harassment based on a protected disability. In addition, the University does not permit discrimination or harassment based on an applicant's, employee's, or student's relationship with or association with anyone with a known protected disability.

Statement of Reasonable Accommodation

Upon request, the University will consider reasonable accommodation when needed to facilitate the participation of persons with ADA-protected disabilities. Reasonable accommodations will be considered to permit individuals with protected disabilities to (a) complete the admissions/ employment process, (b) perform essential job functions, (c) participate in instruction, programs, services or activities, and (d) enjoy other benefits and privileges of similarly situated individuals without disabilities. Please see University's policy on compliance with the ADA via the Golden Eagle Handbook at: https://www.calstatela.edu/studentservices/golden-eagle-handbook or visit the following link: http://www.calstatela.edu/osd/how-register-osd-student.

Questions, concerns, complaints and requests for reasonable accommodation or additional information the Office for Students with Disabilities is located in the Student Services Bldg., #1320. Operating hours are Monday -Thursday: 8 a.m. – 6 p.m. and Friday: 8 a.m. - 5 p.m.; Phone Support (323) 343-3140. Please note that accommodation cannot be given retroactively and should be documented with the Office for Students with Disabilities and the instructor immediately upon the start of the course. For more information visit the Office for Students with Disabilities home page.

Familiarity with the institution's rules and regulations published in this catalog shall be the responsibility of each student and faculty member, and of those administrators concerned with academic matters.

V. STRUCTURE

Attendance in Integrative Seminar

The Integrative Seminar represents the culmination of undergraduate professional training, with its concentrated emphasis on the integration of class and the practicum experience. Its contribution to a student's professional development is of such importance that faculty view the directed practicum experience, combined with seminar attendance as one of students' top priorities.

Commitment to development as a social worker is reflected in the students' management of attendance at the agency and seminar class. Student and faculty attendance at all seminar sessions is best practice and general policy that students and faculty are expected to attend all seminar sessions.

The course is designed to facilitate active and meaningful participation by all the students. The experience and expected benefits of the group process are numerous and include personal support, shared learning experiences, developmental growth as a group, group task accomplishment, interdependence, and cohesiveness via an adult learning mode. Presence and participation are critical to learning and due to the interactive format, missed sessions cannot be "replicated," and therefore, cannot be made up, and will result in point reduction for each missed session.

Attendance in Practicum

All students are expected to comply with the days and hours negotiated and agreed upon with the practicum supervisor and setting. As well students must adhere to personnel policies and practices of the practicum agency. Any planned time off must be requested (but is not guaranteed approval) from the practicum supervisor as early as possible. The student must notify the practicum supervisor as soon as possible prior to any last-minute absence. Students must make up all time missed whether due to illness or other personal circumstances. **There are no sick or personal days**. Within one week of the absence, the student must present the practicum supervisor with a written (email is sufficient) plan to make up missed hours. Like employment, failure to announce absences (no call-no show), could result in termination from the practicum agency, with no consideration for re-placement until the following academic year, and a failing seminar grade.

Timeframe to complete practicum hours.

The practicum education experience is an academic year long course. Students are expected to remain at the same agency for both semesters. Requests for changes to placement may be considered, not guaranteed, only under extenuating circumstances. Personality conflicts, disappointment with agency assignments, dissatisfaction with tasks and responsibilities, and other general matters will not be considered for re-assignment.

BASW interns must complete at least 420 hours for the entire practicum experience. To pass the two-part course, students must complete 196 hours by the end of the fall semester, and 224 by the end of the spring semester. Students must complete at least 14 practicum hours per week, with no less than 4 hours on any assigned day. The student's assigned days of the week and schedule each day may be negotiated between the placement supervisor and the student intern; however, the final determination of days/hours is based on the hosting agency's needs. The total number of hours to be completed per semester is a ***minimum***. Students may be required to complete additional hours for training prior to the start of practicum, be at practicum for a full 8-hour day so that their schedule aligns with other agency staff, etc. In such instances, practicum students will be made aware prior to the start of practicum. and any hours over the minimum requirement are considered additional hours for learning opportunities, but they may not be banked.

Typical practicum agency hours are Monday through Friday, during "regular" business hours. While some agencies may have extended hours, starting as early as 7am and/or ending as late as 7

or 8pm, most operate between the hours of 8A and 5PM. Potential practicum students should expect to be at practicum, school, or commuting to/from either location several days/hours of the week. Practicum begins early to mid-August, and goes through early to mid-May, covering a full academic year. Students are entitled to both winter and spring breaks. Practicum supervisors are expected to engage student in a discussion about continuity of care as a professional responsibility, to ensure students understand and participate in the development of plans for client care when students are absent during breaks, however students are not expected to be in practicum on university holidays or during breaks. While students may be the primary contact during practicum, students are not employees and coverage should be provided for students who are not expected to respond to emergencies outside of scheduled placement hours.

The ongoing completion of practicum hours shall be monitored throughout the academic year by the student and practicum supervisor. \Students are responsible for recording their hours daily but no less than weekly. Timesheets should be signed weekly, ideally during individual supervision. A signature is required for each date being verified. Signatures covering multiple dates will not be accepted or credited toward student hours. Students will not receive credit for any dates/hours not signed by the practicum supervisor. The completed timesheet is due at the end of the semester. Students who have not completed the required number of hours may request a grade assignment of incomplete, with the understanding approval of the request is not guaranteed and is dependent on multiple factors.

The appropriate supervision must be available during all hours the student is in attendance (in person or virtually) at the placement site. At the start of practicum, ideally during orientation to the agency, the student should be directed about what to do and who to contact when the supervisor cannot be reached. If it is anticipated that the practicum supervisor will not be available at certain times on a consistent basis, a preceptor should be assigned. In general, assigning a preceptor ensures that the student will have a consistent alternate when needed.

Important Facts about Timesheets, Required Hours & Holidays

Students must adhere to university and agency calendars for all practicum activities, including start/end dates, holidays, and extended break periods.

- Students must complete at least 14 hours per week, with at least 4 hours on any assigned day.
- In the interest of teaching and demonstrating the value of self-care, as well as being in line with general employment laws, students are entitled to and required to take an uninterrupted 30-minute rest break once they reach 5 hours in one day. A student who is in placement for 4 hours and 59 minutes (4:59) or less is not required to take a meal period but should have at least one 10+ minute break.
- Students are *not required* to be in practicum on holidays observed by the university.
- Students will be given a 7-hour credit for Labor Day and Veteran's Day holidays in the fall semester; in the spring semester, they receive 7 hour credit for Martin Luther King Day and Cesar Chavez Day holidays.
- Continuity of care should be explained to students, who should be involved in the planning for coverage in their absence, but students are not expected to respond to emergencies outside of practicum hours.

- Students are required to make up hours for any days missed that are not holidays or other days off **not** observed by the university, such as President's Day, LAUSD Spring Break and/or Pupil Free Day.
- Students assigned to school sites MUST observe the practicum site schedule. For example, most often the practicum site's spring break does not match with the university's spring break, which means that interns will not be on-site when the practicum school is on break, and during the CSULA break they will be in practicum.
- Students do not receive or earn time off. ALL missed hours MUST be made up with a plan approved by the practicum supervisor.
    - Students may make-up missing fall semester hours during the fall recess Mon-Wed 11/ 24/25 –11/26/25 OR after the official end of practicum (generally the first two weeks of December prior to grades being due and the end of the fall semester)
    - Students may not earn extra hours to bank for the spring semester.
- Students are expected to have at least two consecutive weeks off during the holiday break in December. Agencies requesting students to be available during any portion of the winter break should discuss expectations with the practicum liaison no later than October 1.
- Students ARE NOT expected to be "placed on the schedule" and available to cover for shortages due to staff absences during university holidays or semester breaks.

Travel and Travel Expenses

Students are expected to have reliable (personal or borrowed) transportation to and from the practicum site as well as between practicum sites (some agencies have multiple locations), off-site community meetings, etc. The university does not assume responsibility for student travel expenses. Agencies requiring extensive travel activities may reimburse for mileage accumulated during the placement hours; however, agencies do not reimburse students for the costs associated with commuting to and from practicum.

Students must submit proof of personal automobile insurance and a copy of their driver's license to the practicum education office *prior* to starting practicum. Students who fail to submit proof of automobile insurance and driver's license by the announced/posted deadline will be immediately removed from practicum and dropped from the seminar course. No exceptions. Any student removed from practicum for failure to submit documents is not guaranteed reinstatement at the agency or re-assignment to another site during the same academic year. Students who do not drive and are not using a personal (or borrowed) vehicle for practicum must sign the Non-Driver's Waiver and submit as directed.

Under no circumstances should students transport clients in their personal (or borrowed) vehicle. Agencies that provide transportation to clients as part of their service provision and have agency vehicles need to discuss with the Director of Practicum Education if students will be asked to do so using agency vehicles. Students must carry adequate automobile insurance coverage and provide any necessary notification to their insurance carrier.

Confidentiality

Students shall adhere to all policies and procedures regarding confidentiality of all client and agency issues (including matters related to ethics, client rights, policies, and other agency matters).

Students are responsible for paying special attention and taking necessary steps to protect the client and agency's rights to privacy. Client data, demographics, personal history, or any material that might lead to the identification of a client or compromise client confidentiality in any way should not be referred to in any form of electronic media.

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. The professional self you develop that is guided by social work values and ethical standards extends beyond the practicum agency and physical setting of an office. We must also be cognizant that the legal, ethical, and clinical responsibilities and obligations we have as professionals extend to the virtual world and include the use of social media communication tools.

Public social networks are not private. What is said, liked, re-posted, linked to, commented on, uploaded, subscribed, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e., Facebook, Twitter, Tik Tok, Instagram, Threads, etc.) and other forms of electronic communication including blogs must be mindful of how their communication may be perceived by clients, faculty, potential employers, and others.

Students are responsible for becoming operationally knowledgeable with the National Association of Social Workers' Code of Ethics and abiding by these principles and values Violations of confidentiality or any other ethical or professional principles outlined in the NASW Code of Ethics may result in the student's termination from practicum and/or a recommendation for termination from the BSW program.

BASW Learning Agreement

The learning agreement is based on the premise that each student entering the BASW program comes with different life experiences, opportunities, and educational backgrounds. The learning agreement provides each student with the opportunity to participate in the development of an individualized plan for their practicum education experience and therefore shall be developed together in partnership between the student and practicum supervisor. The learning agreement helps link the classroom learning to opportunities and tasks assigned in practicum. It is used to establish goals and objectives that will be the basis of the ratings assigned to the comprehensive evaluation completed by the practicum supervisor at the end of each semester. The learning agreement links the practicum experience plan to the evaluation of that same experience.

Implementation of the Learning Agreement

The learning agreement is a joint assignment (completed by student and practicum supervisor) with an initial due date, but it should not be assumed that the learning agreement will remain unchanged during the time that the student is assigned to the agency. It is a dynamic framework that can be modified at any point to accommodate new opportunities in the agency or to reflect changes in the student's learning needs. It is important that changes be agreed to by the practicum supervisor and student and communicated to the practicum liaison. It is recommended that significant changes be outlined in writing and attached to the original document.

Each student enrolled in practicum education is responsible for inputting the information for the learning agreement via the IPT, but what is written shall be developed and agreed upon with the practicum supervisor. The practicum education liaison is also available for consultation. In developing the learning agreement, please keep the following in mind:

- Students should begin working on the learning agreement in the first week of practicum.

- The learning agreement is due by the date specified in the course syllabus typically around week 4-5 of placement. Students who fail to submit the learning agreement by the due date should expect to receive a significant point reduction on the assignment.

- The learning agreement is a working document that should be referred to periodically in supervision and other student and supervisor meetings. It can and should be updated with any changes in assignments, tasks, goals, etc.

VI. EXPECTATIONS of the PRACTICUM EXPERIENCE

General Expectations

The following is a list of experiences students may expect during practicum:

- Exposure to diversity in client population, including cultural, ethnicity, religious belief system, gender, and socioeconomic class.
- Exposure and experience with the full range of generalist social work practice activities on the continuum of practice, including information and referral, bio/psycho/social assessments, case management, advocacy, treatment planning, problem solving and counseling.
- Opportunity to work with individuals and/or families.
- Opportunity to lead, co-lead, or observe a group if group services are offered by the agency.
- Opportunity to collaborate and network with other agency staff and professionals.
- Opportunity to participate in case conference or treatment planning conferences and other multi-disciplinary activities when possible.
- Opportunity to integrate theory and concepts in the practicum setting.
- Opportunity to attend agency staff meetings, in-service training seminars and staff development activities.
- Opportunity to provide both short term and long-term intervention with clients.
- Opportunity for macro practice to familiarize students with the framework of social welfare services and policies that impact service delivery to individuals and communities and the importance of advocating for social change.

Specific Expectations

The directed practicum experience curriculum includes activities designed to individualize learning to accommodate the student's skill and experience.

1. *Orientation to the Setting*
   Although some students will have had experience in other social service type agencies,

most will be new to the setting. Orientation activities should take place during the first two weeks of the placement and should include all applicable topics as noted on the orientation checklist. The orientation should also include information related to the history, organization, funding, and other areas noted on the learning agreement. During this period, students may require considerable time with their practicum instructors. Questions, comments, and reactions should be encouraged to help the student become oriented.

2. *Student Professional Development*
   Within the first few weeks, students should have a developing understanding of their role and responsibilities in the agency. Emphasis on social work values, principles of confidentiality, and crisis management should be introduced to students in the early weeks of the placement period. Throughout practicum, supervisors are encouraged to include or invite students to trainings, staff development and other meetings, both internal and external when possible.
3. *Development of the Learning Agreement*
   A learning agreement is a collaborative process between the field instructor and the student. The purpose of the learning agreement is to describe the learning focus of the student and identify individual learning objectives and goals.
4. *Interview Experience*
   Practicum instructors are encouraged to introduce students to interviewing experiences and help them carefully plan their initial interviews in terms of approach and interaction styles. Ideally practicum instructors will provide opportunities for students to sit in on/observe/shadow the process conducted by a more experienced staff or supervisor. Students are expected to conduct an independent interview by the end of their first semester of placement.
5. *Experience Relating to Individuals*
   The development of relationship skills is an essential component of generalist social work, and experiences should be planned to enhance this ability. Ideally, students will observe other social workers or the practicum instructor as they meet clients for the first time and begin to establish rapport, or as they engage clients with whom they have an existing relationship. Students should receive their first case assignment within the first 4-6 weeks and should have an opportunity to independently complete an initial interview and begin to experience the process of developing a helping relationship and providing ongoing services for the identified client.
6. *Experience Relating to Families/Family Members*
   Students should have the opportunity to develop professional skills working with families, where family services are provided.
7. *Experience with Groups*
   Where group services are provided, students should have the opportunity to develop, co-lead, and/or lead a group focusing on problem solving, educating, and providing information. **BASW students are not permitted to practice individual or group psychotherapy and/or make DSM-5 diagnosis, as it is out of their scope of practice.**
8. *Experience in Community Activities*
   Students must learn to understand the relationship between the agency where they are placed and the community in which the agency is located. Identification of community social problems and other agencies working in the same field can be considered one

step toward students developing skills in working with communities. It is important that students have the experience of helping organize or being part of community groups, interagency groups and/or neighborhood groups, working toward the resolution of community problems.

9. *Experience Collecting Data, Conducting Needs Assessment, and Providing Intervention*
   Students need experience that will help them apply the basic generalist concepts of social work practice, including intake and needs assessment, problem identification, treatment development, and intervention activities. When possible, the student should be assigned at least one case where they complete an intake and/or bio/psycho/social assessment, participate in the development of a case management service plan, and implementation of the interventions. **BASW students may conduct intake and needs assessments, but they are not permitted to practice psychotherapy, as it is out of their scope of practice.**
10. *Documentation*
    Students should have experience with completing relevant documentation from intake to progress notes, and completion of other required forms for services. Students should also participate in auditing client charts for completion, accuracy, and currency of documents.
11. *Evaluation*
    Throughout the social work program, students learn that evaluation and feedback are important aspects of practice, regardless of the size of the system. Self-evaluation is also seen as an important part of the process. When possible, students shall have an opportunity to utilize evaluation forms, and request feedback from clients, colleagues, and/or supervisors to gain understanding and insight regarding not only the performance of the agency, the effectiveness of interventions, and their satisfaction with interactions with individual service providers including the assigned student.
12. *Supervision*
    Each student shall receive a minimum of one hour of individual supervision from the field instructor each week. Supervisors and students are encouraged to take notes regarding matters discussed and any follow-up action to be taken.
13. *Comprehensive Evaluation*
    Each student's performance shall be evaluated by the practicum supervisor at the end of each semester. The evaluation must be completed in its entirety and include narrative summary of the student's strengths and areas needing further development.
    - The practicum supervisor has checked the appropriate box to indicate a recommendation of credit/pass or no credit/fail for the practicum semester.
    - The practicum supervisor has indicated the number of internship hours the student has completed for the semester.
    - The practicum supervisor has entered scores for all learning objectives for each of the 9 core competencies.
    - The practicum supervisor has provided a detailed explanation of scores of 0 or 4.
        - **Fall Semester Students** should be at **Level 1** or **Level 2**. The seminar instructor should be contacted before you submit this evaluation, if the student is at **Level 0** in any objective.
        - **Spring Semester Students** should be at **Level 2** or **Level 3.** The seminar

instructor should be contacted before you submit this evaluation, if the student is at **Level 1** in any objective

- The practicum supervisor has written a summary assessment of the student's strengths and areas needing further development. It is essential for both the student and the school to have this section completed.
- *Detailed comments* are **required** when the rating is a **0 or 4** at anytime throughout the placement experience.
- The practicum supervisor, preceptor (if applicable), and student have signed the correct section of the comprehensive skills evaluation signature page.

14. Safety

We recognize that students cannot be protected from all the risks in providing services to people, institutions, and communities in crisis. Students frequently lack the experience and skills that help seasoned practitioners assess risk and take appropriate precautions. CSULA School of Social Work includes a presentation on safety issues during the practicum orientation session.

The School of Social Work requests that all placement agencies provide some type of orientation and a forum for discussion about safety, high-risk or violent situations and crisis management as relevant to the placement. The safety orientation would ideally take place within the first few weeks or as soon as possible but before the student has any engagement with clients independently. Suggested topics for inclusion are not limited to building and office security, emergency procedures, in the office and in the service communities, as well as staff responsibilities and procedures for management of violent or potentially violent situations. The orientation may take the form of a formal presentation, but we ask that a review of existing agency policies and procedures is incorporated into individual supervision to provide an opportunity for the student and practicum instructor to discuss their issues in detail.

If an incident occurs during the practicum placement period in which a student is personally threatened or hurt, the student, practicum supervisor, agency contact person or agency director should contact the practicum liaison immediately, to review the situation and discuss what actions the agency and school should take to insure the student's physical and emotional well-being. The practicum liaison shall notify the Director of Practicum Education who will document the incident and provide direction in terms of necessary steps to address the situation.

VII. PROCEDURES REGARDING PROGRESSIVE DISCIPLINE THAT MAY LEAD TO TERMINATION FROM PRACTICUM

Students may encounter various challenges throughout their time in practicum. When situations arise, it is the student's responsibility to bring the matter to the attention of the practicum supervisor and/or seminar course instructor. The circumstances of the individual situations will be reviewed, with or without opportunities to correct or improve, and with the outcome and final decision determined by practicum liaison and director on a case-by-case basis.

When Problems Develop in Practicum

Sometimes students encounter problems during practicum instruction which they feel unable to resolve on their own. These may include such things as feeling as though one is not getting along well with the practicum instructor, insufficient or infrequent supervision, lack of meaningful assignments; not enough cases, getting too many cases, or feeling overwhelmed for other reasons, or ethical concerns related to professionalism of other staff, and/or concerns regarding client care. feeling that the agency staff do not act in a professional manner or do not have the client's best interests in mind, etc. Problems may also be related to agency issues that may include problems related to the agency's ability to provide an appropriate learning experience due to agency changes, administrative and/or policy changes that may negatively impact the placement experience, unexpected loss of a qualified practicum supervisor and other such changes.

The School of Social Work is committed to helping students maximize their learning opportunities and experiences in a directed practicum placement experience. When potential problems and demonstrated difficulties arise in a field agency, early intervention is essential. Whether personal or educational in nature, problems should be identified and acted upon as early as possible to allow a plan for support, assistance with resolution and/or corrective action, as necessary. Every effort will be made to assure the students' rights to due process are protected and that the appropriate protections to agency and client interests.

It is important for the student to understand agency protocol and chain of command for problem resolution. However, when possible, best practice is usually to speak to the practicum supervisor before taking the matter elsewhere, although this may be difficult to do if the problem is with the placement supervisor. Despite the recommendation to speak to the practicum supervisor first, students may also bring matters to the seminar course for discussion with peers and practicum liaison during the course, particularly when the student is uncertain whether there is a problem or needs assistance reporting the problem, etc., The seminar course may provide a good forum for exploration of some perceived problems, which is, one of the objectives of the seminar. The types of concerns which are most appropriately brought up in seminar are those which might be experienced by, of interest, or simply a learning opportunity for other students, e.g., feeling that you do not have sufficient knowledge to really help your client, how to integrate knowledge into practice, stages of learning, etc. A final option is for the student to speak to the practicum liaison about the matter privately.

Student performance issues may arise due to their lack of demonstrated progress in practice areas as stated in the 9 Core Competencies. Practicum supervisors who have concerns regarding the student and the placement experience should also speak to the student first whenever possible, but hen issues are of significant concern and/or unresolved the practicum supervisor may choose to consult with the practicum liaison for guidance and/or assistance.

Like chain of command at the agency or with an employer, students should not reach out to the Director of Practicum Education without having attempted to resolve the issue(s) with their practicum supervisor and/or liaison. Ideally any concerns or problems will be addressed at the site or in seminar, but persistent, unresolved issues should be brought to the attention of the practicum liaison, who will as necessary, reach out to the Director of Practicum Education for additional recommendations which may include written documentation of events, up to and including a

performance improvement plan or termination from practicum. Recommendations for terminations or change in practicum assignment are typically made by the practicum supervisor and/or practicum liaison with consultation from the Director of Practicum Education who makes the final decision to terminate or re-assign a student to a different placement setting. Once the academic year begins, placement sites are limited as students from all local schools are placed. Therefore, students who are terminated or require re-assignment are not guaranteed placement at a new agency, but depending on the circumstances of placement termination, and if options are available, the student will be given the opportunity to interview for consideration at a maximum of two additional placement sites.

Resolving Problems with Practicum Student Performance:

It is important for practicum supervisors to create and maintain a documentation system that identifies and addresses any performance issues from the time they arise for all students. Problem areas are commonly related to lack of ability to demonstrate comprehension of the 9 Core Competencies. Documenting all relevant or related incidents or situations, meetings, trainings, and supervision sessions is essential. This will allow practicum supervisors to track observed and/or reported patterns in the student's performance and aid the overall evaluation process at the end of each semester. When any problem or concern is present the practicum supervisor has the option to document and make reasonable attempts to address, correct and resolve the problem but in some situations the student's actions may warrant request for immediate removal from placement experience. While documenting any concerns and issues, it is equally important to provide detailed constructive feedback, suggestions, additional training as needed, and ample time for the student to demonstrate corrective action and resolution.

The Formal Conference and Performance Contract

The practicum supervisor shall set the expectations and advise the student of planned follow up and review of progress. This may be done by assessing the student's progress (within 2-3 weeks) with continued documentation. At this point, the practicum instructor, with consultation from the assigned faculty practicum liaison, may decide if the issue/concern is resolved or if a student performance contract is needed.

The student, practicum supervisor and practicum liaison, meet with a goal of completing some or all of the following:

- Review identified problems. Review progress toward change and improvement and determine obstacles to resolution. Develop and sign a Performance Contract that includes a clear statement regarding problem areas, remediation steps, expectations for measurable change, a clearly defined evaluation process, a time frame for remediation, and a review of possible outcomes and consequences.
    - All parties must sign the agreement which signifies an agreement to the content and conditions.
- If the student refuses to sign the Performance Contract, the student is terminated from the placement with a "no credit" by both the practicum supervisor and the practicum liaison.
- Satisfactory performance on the Comprehensive Skills Evaluation AND satisfactory performance in class is a requirement to pass Integrative Practicum Seminar. If a

student receives a recommendation of "no credit" on the comprehensive skills evaluation, the student will not pass the course (e.g., will not earn a passing grade for the course).

Possible outcomes following a student performance contract:

- Students follow through with remediation plan, resulting in satisfactory evaluation of completed tasks, within the specified time frame. At this point, the performance contract is considered complete and part of the student's practicum file.

- Students follow through with remediation plan but does not satisfactorily complete terms of the contract.
    - Option 1: The practicum supervisor and practicum liaison agree based on the evaluation of the student's progress, sufficient progress has been made toward resolution, warranting an extension of the time frame for the contract. Extensions will be made as an addendum to the contract, with a specific time frame for completion of the extension and re-evaluation. Extensions are finalized with signatures of the student, practicum instructor, and practicum liaison.
    - Option 2: The practicum supervisor and practicum liaison agree that based on evaluation of student's progress toward meeting the terms of the performance contract are NOT satisfactory
        - The student may be placed on an Administrative Probation Contract, a final written warning and opportunity for them to satisfactorily meet the performance contract conditions within a final timeframe. Failure to comply with the administrative probation contract will result in termination from the internship site, a NO CREDIT recommendation from the field instructor, and a failing grade in the integrative seminar course.
        - The student may be reassigned to a new practicum agency. If the practicum supervisor and liaison, in consultation with the Director of Practicum Education, decide if a reassignment is appropriate, the student will be given only one opportunity to interview and be accepted by a new agency.
            - If accepted, the student may be required to complete additional hours in practicum to allow time to complete orientation, integrate to the new agency, and to evaluate the student's performance. Ultimately, the student may have several days or weeks of hours beyond the minimum required.

Immediate Removal from Practicum Placement

There are occasions where issues about student performance in the practicum agency arise which necessitate immediate intervention, thereby eliminating some of the identified procedures for handling these issues. A practicum supervisor may request that a student not continue in the agency for several reasons before the entire procedure for handling a performance issue has been implemented and completed. If a student is asked to leave a placement opportunity the practicum

liaison and The Director of Practicum Education will decide appropriate action necessary to resolve the situation(s).

A student will be at risk of immediate removal from the practicum placement if they are found responsible for any of the following:

- Potentially causing imminent danger of harm to clients, other students, or other professionals in the agency, (i.e., student engaging in practice activities that could result in harm to the client, other students, other professionals);
- Violation of the NASW Code of Ethics, (i.e., areas outlined in the NASW Code including the social worker's conduct and comportment as a social worker, the social worker's ethical responsibility to clients, colleagues, the agency setting, the social work profession and society);
- Disregard or violation of agency policies and/or procedures.
- Breach of confidentiality, (i.e., violation of patient privacy, patient rights, and client confidentiality policies, violation of confidentiality policies regarding agency information or agency staff/personnel);
- Unexplained absences, (i.e., failure to notify Field Instructor in the case of absence or extended absence with no notification or prior approval by Field Instructor and/or Faculty Liaison); or
- Other significant professional issues or ethical concerns, (i.e., dual relationships with clients, lying, or false misrepresentation of facts).
- Behaviors or actions that violate the university's expectations in terms of student conduct
- other actions deemed inappropriate and/or potentially dangerous.

Students who are immediately removed under these or similar adverse circumstances are not guaranteed placement with a new practicum agency and may be subject to removal from the social work program entirely.

Re-Assignment

Upon request of the practicum supervisor, with or without a failed performance contract, a student may be removed from an agency, and only under certain circumstances will the student be matched with a new agency. That decision will be made by the practicum liaison, undergraduate program coordinator, and/or The Director of Practicum Education. Students given an opportunity to be reassigned to another agency due to issues related to student performance will be given **one practicum placement opportunit**y for which they may be required to interview.

If the plan is for reassignment, the potentially new practicum supervisor will be informed about the student's strengths and areas needing improvement including the circumstances necessitating the reassignment. The potential practicum instructor will receive a copy of the performance contract, which will remain in force as applicable at the new agency. If reassignment occurs, the *student may need to complete additional hours in practicum* to provide the time necessary for orientation and integration to the new agency setting and provide a baseline for evaluating the student's performance.

If there are performance concerns the following grade options may apply.

Incomplete Grade

An Incomplete grade can be given if the student does not meet performance standards in the student's Comprehensive Skills Evaluation. A grade of "Incomplete" will be awarded only in case of illness or extraordinary circumstance (as determined by the Director of Practicum Education and seminar instructor), and only if at least half of the required coursework has been completed satisfactorily per university policy. An INCOMPLETE (I) grade recommendation for internship on the comprehensive skills evaluation signifies that a portion of the required practicum hours has not been completed within the semester timeframe due to illness and/or extenuating circumstances (that you have discussed with your assigned seminar instructor and practicum supervisor) ***and*** that there is still a possibility of earning a grade for the course. Please consult with the seminar instructor regarding circumstances that interfere with progress in the course, so that interventions may be discussed in a timely manner. An Incomplete grade will be replaced by a letter grade once agreed upon tasks are completed. Please attend to deadlines and plan accordingly.

In-Progress Grade

An IN-PROGRESS grade can also be given. An IN-PROGRESS grade recommendation is given on the comprehensive skills evaluation when a student's performance has been assessed by the practicum supervisor and seminar instructor as needing improvement. If a student receives an In Progress Grade from internship, they will be required to have a Practicum Performance Correction Notice. An In-Progress grade may only be given in the fall semester. Please note that this grade recommendation means that the student may demonstrate potential, however needs more time to meet the required standards (as outlined in the Practicum Performance Correction Notice and/or administrative contract).

Dismissal from Practicum

If a student is dismissed from the agency due to performance or behavioral concerns a formal meeting will be held to determine the appropriateness of continuing in practicum. You ***may*** be placed on a Practicum Performance Correction Notice to provide the student a plan to successfully complete practicum (both internship and practicum seminar). Please note if the student is not successful in complying with the Practicum Performance Correction Notice, the student will not be able to continue in Practicum (both internship and practicum seminar) which may delay your graduation date, and/or the student will not pass the course. The student will be referred to the BASW Program Director.

If a student is dismissed from the agency due to no fault of their own (e.g. Practicum supervisor left agency, agency closes, etc.) the student will work collaboratively with the practicum instructor to determine the next steps. If internship hours need to be made up, the student may receive a grade of Incomplete until hours have been completed.

No Credit

A recommendation of No Credit is given on the Comprehensive Skills Evaluation (in IPT) IF:

- A student received a grade of Incomplete AND has not fulfilled the requirements to receive a grade (e.g., has not completed internship hours by the agreed upon deadline).
- A student received a grade of In Progress AND has not fulfilled the requirements to receive a grade (e.g., did not meet the goals outlined on the Practicum Performance Correction Notice and/or Administrative Probation Contract by the agreed upon deadline).

- A student has been dismissed from the agency and it is determined that they will not be able to continue in practicum (which means they cannot continue in the seminar course) or they do not meet the requirements for a Practicum Performance Correction Notice and/or Administrative Probation Contract. The student will not receive a passing grade for the seminar course, and they will be referred to the BASW Practicum Coordinator.

Students who receive No Credit on the Comprehensive Skills Evaluation will not receive a passing grade in the Integrative Practicum Seminar course.

When Students Do Not Agree with Decisions

At this point, an administrative meeting will be held to review the circumstances and determine the student's status in the program. This review meeting will include the Director of Practicum Education, practicum liaison, and the student and if warranted, the Bachelor Program Director and/or the Director of the School of Social Work.

If a student wishes to appeal the termination decision, the School's Director will appoint an ad hoc committee to address the student's performance or grievances, as needed. The committee will consist of tenure-track faculty and practicum liaison(s). The Committee reviews and determines whether the responsibilities of the student, practicum supervisor, agency and practicum liaison have been met or breached. The Committee will decide to uphold or overturn the original decision. The Director of the School of Social Work will implement the Committee's decision with written notice to the students.

Once a decision has been made regarding the student remaining in or being terminated from internship, then the student can access the schoolwide **STUDENT GRIEVANCE PROCEDURES**, found in the CSULA catalogue.

VIII. EDUCATIONAL LEAVE

If a student has other personal issues that are impacting his/her ability to successfully meet the requirements of the BSW program that become evident in the early weeks of the fieldwork placement, a request may be made for an Educational Leave from the program. Such a leave would include a withdrawal from all classes in which the student is enrolled at the time. The student must request a meeting with the BSW advisor who will explain the process and discuss any available options. https://www.calstatela.edu/registrar

Integral to the granting of Educational Leave would be the submission and approval of a specific re-entry plan. Students are expected to honor that plan, and not unilaterally adapt the plan.

IX. STRIKE POLICY

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

If an agency is in a bona fide strike situation prior to the beginning of the practicum placement period, 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 subsequent semester placement depending on reassessment of the agency and its ability to meet the learning and educational expectations of the School of Social Work. This assessment will be completed by one of the practicum faculty.

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

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

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

3. The student may request to remain in the placement setting during the period of strike or work action. This option will be available only when the School of Social Work can ensure the educational integrity of the practicum placement is maintained. This means that the supervisory requirements, caseload requirements and other expectations of practicum can be consistently met by the agency during the strike or work action period and that there is no danger to the student. Students wishing to remain in the agency must discuss this plan with the Faculty Liaison who will verify the agency's ability to provide appropriate supervision and educational experiences. The student will be supported in this decision and will suffer no academic consequences.

4. If a strike or work action continues beyond a three-week period, a reassessment of the ability of the agency to provide the appropriate supervision and educational experiences will be made by the Faculty Liaison to assure that the student continuing internship in the agency is receiving an educationally appropriate experience. If the agency is found not able to continue to meet the educational requirements of the department, the student will be relocated to another agency site until the strike or work action has been resolved and/or until the agency is able to provide the appropriate educational activities.

   Students who miss any hours of internship due to a strike or work action can make up hours either during the semester, during school break periods, or by extending the internship into summer.

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

X. UNIVERSITY-AGENCY FIELDWORK EXPERIENCE AGREEMENT

The separate and mutual responsibilities of both the School of Social Work at California State University, Los Angeles and a specific Directed Practicum Experience setting are delineated in the University-Agency Fieldwork Experience Agreement. See APPENDIX.

XI. ADDITIONAL INFORMATION & LINK to RESOURCES

BASW Course Requirements

https://www.cswe.org/getmedia/3e97ec3e-61ab-439d-b903-34429ffb69fe/Accreditation-Policy-Handbook.pdf

CSULA Non-Discrimination Policy and Statement

NASW Code of Ethics

Counseling and Psychological Services (CAPS)

UNIVERSITY AND THE SCHOOL OF SOCIAL WORK POLICY ON NONDISCRIMINATION AND SEXUAL HARASSMENT

The School of Social Work has adopted policies and procedures to guard against discrimination based on race, color, gender, age, creed, ethnic or national origin, disability, political orientation, or sexual orientation. This includes policies and procedures for recruitment and hiring of faculty and staff, and recruitment and admission of students.

The School of Social Work has adopted the following nondiscrimination policy: The School of Social Work Program at both the Master and Bachelor levels is committed to provide an educational experience that prepares students to work effectively with diverse populations as defined by ethnicity, age, religion, gender, sexual orientation, and physical and mental disabilities. All educational activities of the School of Social Work are conducted without discrimination based on race, color, gender, age, creed, ethnicity, disability, political orientation, or sexual orientation. The School of Social Work wholly supports all University policies and procedures having to do with nondiscrimination. The school is committed to developing and maintaining a faculty and a student body that represent the diversity of the region, state, and country. The school continuously strives towards maintaining a teaching and learning environment that supports sensitivity, mutual understanding, and ongoing collaboration among all participants. Further, the school is committed to offering learning experiences that provide an opportunity for students to be exposed to values and ethics that reflect commitment to equity and justice in the profession and the society at large.

The School of Social Work carries out its policies of nondiscrimination within the context of the policies of the University. The following pages detail the University policies with indication of how the social work program applies the policies:

Nondiscrimination On the Basis of Sex

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended,

and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in educational programs and activities including admission of students and employment.

Procedures for Addressing Discrimination Complaints

Inquiries concerning the application of Title IX to program and activities of California State University, Los Angeles, may be referred to the Diversity Coordinator (323-343-3040) who is assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office of Civil Rights, Region 9, 50 UN Plaza, Room 39, San Francisco, California 94102.

California State University has a system wide grievance procedure for discrimination complaints. Executive Order 419 issued by the Office of the Chancellor explains the series of steps involved in processing complaints.

Nondiscrimination Policy Regarding Handicap

The California State University system does not discriminate on the basis of handicap in admission or access to, or treatment or employment in its programs and activities. Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder prohibit such discrimination. The Diversity Coordinator has been assigned to coordinate the efforts of the University to comply with this policy. Complaints may by also be filed with the Regional Director of the Office of Civil Rights, Region 9, 221 Main Street, 10th Floor, San Francisco, CA 94105.

Nondiscrimination Policy regarding Race, Color, and National Origin

The California State University system complies with the requirements of Title VI of the Civil Rights Act 1964 and the regulations adopted thereunder. No person shall, on the grounds of race, color, or national origin be excluded from participation in be denied benefits of, or be otherwise subjected to discrimination under any program of The California State University. Inquiries concerning the application of the Civil rights Act of 1964 to programs and activities of the University may be referred to the Diversity Coordinator, (323-343-3040), or to the Regional Director of the Office of Civil Rights, Region 9, 221 Main Street, 10th Floor, San Francisco, CA 94105.

Nondiscrimination Policy regarding Age, Marital Status, Religion, or Sexual Orientation

The California State University system does not discriminate on the basis of age, marital status, religion, or sexual orientation. Inquiries concerning compliance may be addressed to the University's Diversity Coordinator, (323) 343-3040, or to the Regional Director of the Office of Civil Rights, Region 9, 221 Main Street, 10th Floor, San Francisco, CA 94105.

Affirmative Action Policy

It is the policy of the University to provide employment opportunity to all qualified persons and to prohibit discrimination in employment on the basis of race, color, religion, sex, national

origin, marital status, pregnancy, handicapped status, veteran status, or sexual orientation. It is also the policy of the University to take affirmative action to recruit and employ members of protected groups.

Department Policies to Prevent Discrimination

As part of the California State University system, the School of Social Work is mandated to carry out its departmental activities and programs in compliance with university policies and procedures. The Department ensures that new employees and students receive information on the University's nondiscrimination policy and affirmative action efforts.

The School of Social Work Sexual Harassment Policy and Procedures

The University has clearly defined procedures which are published in the University general catalog. To supplement the University's sexual harassment policy, the School of Social Work maintains a sexual harassment policy pertaining to agencies with the program's graduate students in field placement. A copy of the department's sexual harassment policy is included in the Graduate Fieldwork Manual and also in the Field Instructor Handbook. It is the department's position that the dignity and self-worth of all students is to be respected; thus, sexual harassment is fieldwork is intolerable and unacceptable. A further policy of the department is that willful false accusations of sexual harassment will not be condoned.

The School of Social Work recognizes that, in some instances, the sexual harassment policies and procedures adopted by the University may not directly apply to the sexual harassment of a graduate student in a field agency where he or she is not an employee of the agency or where harassment is being perpetrated by someone who is not a university instructor. It is, therefore, important for there to be guidelines that pertain to complaints regarding sexual harassment of students because of the unavoidably subordinate sub-ordinate position students experience in field placement settings. Sexual harassment of interns can be destructive to the learning environment and psychologically and emotionally demoralizing to the student and adversely affect his or performance in the agency. Sexual harassment of student interns may include harassment by a field instructor, an agency employee, or another student. Sexual harassment of any student intern will not be tolerated. The school adheres to the standard set forth in the Social Work Code of Ethics, 2.08 (fully described in Appendix A). To ensure that students placed in fieldwork are protected from sexual harassment, each agency fieldwork instructor will receive written information regarding the prohibition of sexual harassment. Any agency or field setting approved as a field placement by the School of Social Work shall have a written policy regarding sexual harassment. If the agency has no such policy, the School of Social Work will strongly recommend that such a policy be developed as a condition for final approval as a field work site. The Director of Field Education and the Field Faculty Liaisons will also review the school's sexual harassment policy with field work students when they are oriented and on an ongoing basis.

When a student believes that he or she has been the subject of sexual harassment in the field setting, the student is to notify his or her field work instructor and the Director of Field Education. The student may also wish to discuss the issue with his or her academic advisor or some other member of the social work faculty with whom he or she feels especially comfortable.

The academic advisor or faculty member receiving the report shall notify the Director of Field Education or the Chief Executive Officer of the School. If the sexual harassment involves the student's agency fieldwork instructor, the student may notify the field work instructor's supervisor or agency director. If the agency has a specifically designated individual or office to deal with sexual harassment matters, the student should notify that person or office. If the student prefers, the School of Social Work (i.e. via the Director of Field Education or the School's Chief Executive Officer will notify the appropriate agency person or office. The student's Fieldwork Faculty Liaison would also be notified and involved in the process.

The investigation of a complaint of sexual harassment may include the following steps: (1) A meeting with the student making the complaint. The student may be accompanied by a support person. At this time, the student is encouraged to submit a written statement regarding the nature of the harassment. The statement should be as specific as possible including date(s), times(s) and individuals involved. If the student made an attempt to confront the situation, this should also be included in the written report, (2) A meeting with the fieldwork (i.e. if he or she is not the source of the sexual harassment) and/or other relevant agency personnel or administrator, (3) A meeting with the alleged violator: however, a meeting requiring the student to confront the alleged violator will not be required; and (4) A review of the agency's sexual harassment policy.

Based on the investigation, the Director of Field Education, in collaboration with other relevant parties, shall determine if the agency's policy on sexual harassment has been followed and if the student is safe and will likely be free from sexual harassment. The resolution of the investigation may include, but is not limited to the following: (1) The complaint was founded and satisfactorily addressed by the field agency and the student should remain in the field placement; (2) The complaint was founded and satisfactorily addressed by the field agency, but the student should be placed in another field setting; (3) The complaint was founded and not satisfactorily addressed by the field agency and the student should be placed in another field setting; (4) The complaint was founded and not satisfactorily addressed by the field setting and the field agency should not continue to be used as a field placement setting; (5) The complaint was unfounded and the student should remain in the field setting, and (6) The complaint was unfounded and student should be placed in another field agency setting.

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

Consensual Relationships

Consensual sexual relationships between practicum instructor and student or between student and agency employee are expressly forbidden. Such relationships are considered by the school to be inappropriate when they occur between members of the educational faculty or staff and students. A professional power differential exists in these situations in terms of the influence and authority, which one can exercise over the other. The school adheres to the standards set forth in the Social Work Code of Ethics, 2.07, which prohibits sexual relationships between supervisors or educators and supervisors, students, trainees, or employees who exercise professional authority. Please see Appendix A.

University Policies Regarding Sexual Harassment

Definition: (1) Sexual harassment is one person's use of University authority, rank, or position to distort a University relationship through conduct, which emphasized another person's sexuality. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are forms of sexual harassment when the person with authority, rank, or position: (a) requires submission as an explicit or implicit condition of instruction, employment, or participation in any University activity; or (b) distorts academic or personnel evaluations based on response to such conduct; or (c) hinders performance by creating or allowing sexually intimidating, hostile, or offensive behavior to occur in the University or in a University-related setting, (2) Sexual harassment is illegal, unethical and unprofessional conduct, which is against California State University, Los Angeles policy. It may occur in written, spoken, physical, and visual forms, (3) The University will act to eliminate sexual harassment within its jurisdiction. A person with University authority, rank or position must not use their power to create sexual pressures on someone else or within the workplace environment in general, (4) The University will evaluate each incident of alleged sexual harassment and apply appropriate remedies, (5) The University will, after following the right to due process, will dismiss employees, staff and expel students found to have perpetrated sexual harassment, (6) The University recognizes that any member of the campus community might be called upon to listen to a complaint of alleged sexual harassment. The listener should be objective, respectful, and attentive. No records should be kept, or any promise made of a specific action or final decision to be made. The listener should refer the complaint to the University Diversity Coordinator and may request an investigation at any time. The school's policy on sexual harassment is consistent with that outlined in the Social Work Code of Ethics 2.08. See Appendix

Examples of Prohibited Behavior

Prohibited acts of sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Examples of the kinds of conduct included in the definition of sexual harassment include, but are not limited to: (1) Threats or intimidation of sexual relations or sexual contact which is not freely or mutually agreeable to both parties, (2) Continued or repeated verbal abuses of a sexual nature including graphic commentaries about a person's body, the presentation of sexually suggestive objects or pictures placed in the work or study area that may embarrass or offend the person or the use of sexually degrading words to describe the person or the making of propositions of a sexual nature, (3) Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of continued employment or placement may be adversely affected by not submitting to sexual advances.

Notice of Non-discrimination

- **Title IX**
- The CSU Nondiscrimination Policy and Title IX
    - The CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking and Retaliation (Nondiscrimination Policy)

- **Procedures for Complaints** of Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation Made **Against a Student**
- **Procedures for Complaints** of Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation Made **Against an Employee or Third-Party**

Joshua Jones
Interim Title IX Coordinator
jjones126@calstatela.edu
323-343-3040

University Policies Regarding Academic Integrity

Academic integrity violations may include cheating or aiding someone else in cheating on examinations, plagiarism, turning in purchased papers, turning in papers written by someone else, and self-plagiarism. University policy regarding plagiarism is strictly adhered to, and cheating in any form is not tolerated. Plagiarism is **most often** the copying of another's words for your research paper, assignment, or exam without indicating that they are not your own, **but can also include self-plagiarism, whether or not it was intentional.** Plagiarism is a violation of CSULA policy, is not in line with the NASW Code of Ethics and will result in appropriate disciplinary action.

For additional information, please review the Cal State LA Academic Honesty Policy and the Academic Dishonesty Procedures

The following examples of academic misconduct are intended to be representative, but are not all-inclusive:

- Failing to give credit via proper citations for others' ideas and concepts, data and information, statements, and phrases, and/or interpretations and conclusions.
- Failing to use quotation marks when quoting directly from another, whether it is a paragraph, a sentence, or a part thereof.
- Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution.
- Assembling parts from various works and submitting the synthesis or single paper as one's own creation.
- Representing another's artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.
- Submitting your own work in one class that was completed for another class or recycling your own work for use in the same class (self-plagiarism).
- Disclosing exam content during or after you have taken an exam, whether directly with peers or via online sites.
- Removing exam material from the classroom or professor's office without permission
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor

- Posting papers (or exams) online for reference by other students.

Guidelines regarding proper attribution that apply to printed texts, also cover computer programs, disks, and other electronically stored materials. Any student discovered to have cheated on an assignment or exam will receive a grade of zero (0) for that assignment/exam and face other sanctions as outlined in the campus Academic Honesty Statement.

Student Professional Conduct

The School of Social Work assumes that all students will conduct themselves in accordance with university policies and regulations. Personal and professional standards established by the School of Social Work and the NASW Code of Ethics includes (but is not limited to the following): the capacity to accept instruction, the capacity to tolerate differences of opinion respectfully; the ability to relate well to peers and faculty, and the ability to communicate professionally. The latter includes communications that are in-person with peers, faculty, and staff (e.g., use of professional language and behavior), written (e.g., in papers), and on-line (e.g., "netiquette," emails not having all caps, etc.).

Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see student conduct: rights and responsibilities and student discipline, CSU Los Angeles General Catalog). To read the University's policy on student conduct (including sexual harassment, hazing, discrimination, and violence), please see the Golden Eagle Handbook at:
http://www.calstatela.edu/studentservices/golden-eagle-handbook.

APPENDIX

When: End of Spring Semester
Submit to: Practicum Liaison

STUDENT'S EVALUATION OF THE PRACTICUM PLACEMENT EXPERIENCE

This evaluation is to be completed by the student at the end of the SPRING SEMESTER of the practicum experience. It is to be returned directly to the student's practicum liaison (course instructor). The completed evaluation will become part of the School of Social Work resource file on practicum settings and will be available for review by faculty and students.

Agency: _____

Program / Last semester of placement: **BSW / Spring 2024**

Please rate your level of satisfaction with the directed field experience using the following scale:

1 point	Very Dissatisfied
2 points	Dissatisfied
3 points	Somewhat Dissatisfied
4 points	Somewhat Satisfied
5 points	Satisfied
6 points	Very Dissatisfied

1. Satisfaction with agency orientation and training given by Field Instructor. ___
2. Satisfaction with meaningfulness of fieldwork activities made available. ___
3. Satisfaction with availability of Field Instructor. ___
4. Satisfaction with the quality of supervision provided in fieldwork. ___
5. Satisfaction with your Field Instructor's understanding of the goals for integrative seminar. ___
6. Satisfaction with resources made available to you in field *(office space, supplies, telephone, etc.)* ___
7. Your overall evaluation of your fieldwork agency. ___
8. Would you recommend this agency to other students? Yes: ___ No: ___ Additional comments are welcomed.

- *If not, why not?*

- *Highlights about the placement experience and any additional comments or information you believe would be helpful for students considering this agency:*

Completed by: _____
When: End of Spring Semester
Submit to: Practicum Education Office

Practicum Supervisor's Evaluation of the Practicum Experience

This evaluation is to be completed by the practicum supervisor at the end of the final semester of SW 4951/52. The practicum supervisor's evaluation is to be returned directly to the designated practicum liaison. Please evaluate the directed practicum experience according to the following scale:

1 point	Very Dissatisfied
2 points	Dissatisfied
3 points	Somewhat Dissatisfied
4 points	Somewhat Satisfied
5 points	Satisfied
6 points	Very Dissatisfied

1. Structure provided by department for practicum education experience. _____
2. Availability of practicum liaison for consultation. _____
3. Did practicum liaison complete site visits? _____
4. Satisfaction with the BASW Practicum Education Manual _____
5. Extent to which the Department's expectations of you were explained. _____
6. Your overall rating of the Field Placement process*:* Very Good Good Poor (*Please circle one)*
7. What do you consider to be the strengths regarding the academic preparation of the student(s) placed at your agency? In your opinion, do the student(s) seem adequately prepared? Yes No

   If not, please answer # 8.
8. What can the School of Social Work do to enhance student preparation for the directed practicum experience?

CAL STATE LA
CALIFORNIA STATE UNIVERSITY, LOS ANGELES

CLINICAL AFFILIATION AGREEMENT

This Agreement ("Agreement") is made on Click or tap to enter a date., by and between the State of California acting through the Trustees of the California State University on behalf of California State University, Los Angeles, hereinafter called the ("University") and Click or tap here to enter text., hereinafter called the ("Affiliate"). The parties may be referred to collectively as "Parties" and singularly as "Party".

RECITALS

A. University is an institution of higher education authorized pursuant to California law to operate fully accredited health science programs offering Graduate/ Undergraduate degrees in Child & Family Studies, Communication Disorders (Speech-Language Pathology), Kinesiology, Nutritional Science, Nursing, Social Work, and Psychology, in addition to Certificate Programs in Clinical Laboratory Scientist and Clinical Genetic Molecular Biologist Scientist ("Academic Programs").

B. University desires access to facilities in which its enrolled students ("Students" or singularly "Student") can obtain broader clinical training experience ("Internship Program").

C. Affiliate is willing to assist University by providing Internship Program to Students enrolled in Academic Programs as an effort to contribute to the educational preparation of future healthcare professionals.

D. Both Parties will benefit from making the Internship Program available at Affiliate's facility ("Facility"). The purpose of this Agreement is to set forth the terms and conditions pursuant to which the Parties will institute the Internship Program.

E. This Agreement covers all locations owned and operated by Affiliate.

The Parties agree as follows:

COVENANTS

I. GENERAL INFORMATION ABOUT THE INTERNSHIP PROGRAM

A. The maximum number of Students who may participate in the Internship Program during each training period shall be mutually agreed by the Parties at least thirty (30) days before the training period begins.

B. The starting date and length of each Internship Program training period shall be determined by mutual agreement.

II. UNIVERSITY'S RESPONSIBILITIES

A. Student Profiles. University shall advise each Student interested to participate in the Internship Program to complete and send to Affiliate a student profile on a form to be agreed by the Parties, which shall include the Student's name, address, email address and telephone number. Each student shall be responsible for submitting his or her student profile before the Internship Program training period begins.

B. Schedule of Assignments. University shall notify Affiliate's designee of student assignments, including the name of the student, level of academic preparation, and length and dates of proposed training period. This would occur following the agreed upon assignments after the interview process is completed.

C. Program Coordinator. University shall designate a faculty member ("Faculty") to coordinate with Affiliate's designee in planning the Internship Program to be provided to Students.

D. Orientation Program. Faculty shall attend an orientation provided by Affiliate and shall provide a similar orientation to Students at the beginning of their engagement in the Internship Program.

E. Records. University shall maintain all personnel records for its staff and all academic records for its Students.

F. Background Checks. If required by Affiliate, ensure that Students complete any background check required by Affiliate and submit such results to Affiliate for review and approval.

G. Student's Responsibilities. University shall notify Students of their responsibilities to:

1) Comply with Affiliate's clinical and administrative policies, procedures, rules and regulations;

2) Arrange for their own transportation and living arrangements if not provided by University;

3) Assume responsibility for their personal illnesses, necessary immunizations, tuberculin tests, and annual health examinations;

4) Maintain the confidentiality of patient information:

a) No student shall have access to or have the right to receive any medical record, except when necessary in the regular course of the Internship Program. The discussion, transmission, or narration in any form by Students of any individually identifiable patient information, medical or otherwise, obtained in the course of the Internship Program is forbidden except as a necessary part of the practical experience;

b) Affiliate shall reasonably assist Students in obtaining patient consent in appropriate circumstances. In the absence of consent, Students shall use only de-identified information in any discussions about the Internship Program with University, its employees, or agents.

5) Comply with Affiliate's dress code and wearing name badges identifying themselves as students;

6) Attend an orientation to be provided by Faculty;

7) Notify Affiliate immediately of any violation of state or federal laws by any Student; and

8) Provide services to Affiliate's patients only under the direct supervision of Affiliate's professional staff.

H. Confidentiality. Neither University nor its employees or agents shall be granted access to individually identifiable information unless the patient has first given consent using a form approved by Affiliate that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations.

I. Payroll Taxes and Withholdings. University shall be solely responsible for any payroll taxes, withholdings, workers' compensation and any other insurance or benefits of any kind for University's employees and agents, if any, who provide services under this Agreement.

Students are not employees or agents of the University or Affiliate, and shall receive no compensation for their participation in the Internship Program, either from University or Affiliate. Students may accept a stipend, if offered, which is not considered a salary.

For purposes of this Agreement, however, Students are trainees and shall be considered members of Affiliate's "workforce" for HIPAA compliance as defined at 45 Code of Federal Regulations (C.F.R.) § 160.103.

III. AFFILIATE'S RESPONSIBILITIES

A. Clinical Experience. Affiliate shall accept from University the mutually agreed upon number of Students enrolled in the Academic Program and shall provide the Students with supervised clinical experience.

B. Affiliate's Designee. Affiliate shall designate a member of its staff to participate with University's Faculty in planning, implementing, and coordinating the Internship Program.

C. Orientation Program for University Faculty. Affiliate shall provide an orientation to University Faculty, who will oversee Students in the Internship Program, and shall include all information and materials that University Faculty is to provide to Students during the orientation required in paragraphs II.D and II.G.6) above.

D. Access to Facility. Affiliate shall permit Students participating in the Internship Program access to Facility as appropriate and necessary for their clinical experience, provided that the Students' presence shall not interfere with Affiliate's activities.

E. Records and Evaluations. Affiliate shall maintain complete records and reports on each Student's performance and provide an evaluation to University on forms to be provided by University.

F. Withdrawal of Students. Affiliate may request that University withdraw from the Internship Program any Student whom Affiliate determines is not performing satisfactorily, refuses to follow Affiliate's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such request must be made in writing and include a statement of reason(s) for the Student withdrawal. University shall comply with the written request within five (5) business days of receiving it.

G. Emergency Health Care/First Aid. Affiliate shall provide necessary emergency health care or first aid to Students participating in the Internship Program at its Facility, consistent with Affiliate' policies and procedures for responsibilities to its own employees or visitors related to an accident occurring at its

Facility. Except as provided in this paragraph, Affiliate shall have no obligation to furnish medical or surgical care to any Student.

H. Student Supervision. Affiliate shall permit students to perform services for patients only when under the supervision of a registered, licensed, or certified clinician/professional on Affiliate's staff ("Clinical Supervisor"). Such Clinical Supervisor is to be certified or licensed in the discipline in which supervision is provided. Students shall work, perform assignments, and participate in ward rounds, clinics, staff meetings, and in-service educational programs at the discretion of their Clinical Supervisor. Students are to be regarded as trainees, not employees, and are not to replace Affiliate's staff.

I. Affiliate's Confidentiality Policies. As trainees, Students shall be considered members of Affiliate's "workforce" for HIPAA compliance as defined at 45 Code of Federal Regulations (C.F.R.) § 160.103., and shall be subject to Affiliate's policies respecting confidentiality of medical information. In order to ensure that Students comply with such policies, Affiliate shall provide students with substantially the same training that it provides to its regular employees.

J. Data Security. If applicable, Affiliate shall inform University and Students of any information and technology requirements necessary for Students to participate in the Internship Program, including but not limited to data security and privacy requirements.

IV. AFFIRMATIVE ACTION AND NON-DISCRIMINATION

The Parties agree that all Students participate in the Internship Program pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

V. CONFIDENTIALITY

To the extent applicable, information about Students may be confidential by reason of the Family and Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232(g) ("FERPA"). The Parties agree to protect these records in accordance with FERPA and all applicable policies and procedures. This paragraph shall survive termination of the Agreement.

The Parties understand that all information obtained during the background check will be treated with utmost confidentiality and will be used solely for the purpose of assessing the Students' eligibility for participation in the Internship Program.

VI. STATUS OF STUDENTS, UNIVERSITY AND AFFILIATE

The Parties expressly understand and agree that Students participating in the Internship Program are in attendance for educational purposes, and such Students are not considered employees of either Affiliate or University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are, however, considered members of Affiliate's "workforce" for purposes of HIPAA compliance.

Furthermore, the Parties expressly understand and agree that this Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between University and Affiliate, and/or their employees, Students, partners, or agents, but rather is an agreement by and among independent contractors. Neither Party has authorization to enter into any contracts, assume any obligations or make any warranties or representations on behalf of the other Party.

VII. INSURANCE

A. University Insurance. University shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by University's employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars ($1,000,000) for each occurrence and three million dollars ($3,000,000) in the aggregate, including sexual abuse and molestation coverage. Such coverage shall be obtained from a carrier rated A:VII or better by AM Best or a qualified program of self-insurance. For the general liability policy, University shall name Affiliate as additional insured. The University shall maintain workers' compensation as required by law. Upon request, University shall provide Affiliate with a certificate of insurance required under this paragraph, which shall provide for not less than thirty (30) days notice of cancellation to Affiliate. University shall promptly notify Affiliate of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

B. Student Insurance: Student shall procure at the Student's sole cost and expense, professional liability insurance in amounts reasonably necessary to protect the Student against liability arising from any and all negligent acts or incidents caused by the Student. Coverage under such professional liability insurance shall be not less than one million dollars ($1,000,000) for each occurrence and three million dollars ($3,000,000) in the aggregate, including sexual abuse and molestation coverage. Such coverage is to be obtained from a carrier rated A:VII or better by AM Best. Upon request, Student shall present to Affiliate evidence of insurance coverage required in this paragraph.

C. Affiliate Insurance. Affiliate shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars ($1,000,000) for each occurrence and three million dollars ($3,000,000) in the aggregate, including sexual abuse and molestation coverage. Such coverage is to be obtained from a carrier rated A:VII or better by AM Best or a qualified program of self-insurance. For the general liability policy, Affiliate shall name The State of California, the trustees of the California State University, California State University Los Angeles, and the officers, employees, volunteers, and agents of each of them as additional insured. Affiliate shall also maintain workers' compensation and disability coverage for its employees as required by law. Upon request, Affiliate shall provide University with insurance certificate and endorsement letter, evidencing insurance coverage required by this paragraph, which shall provide for not less than thirty (30) days notice of cancellation to University. Affiliate shall promptly notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

VIII. INDEMNIFICATION

A. The University agrees to defend all claims of loss, indemnify, and hold harmless the Affiliate and its officers, agents and employees from any and all liability for personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligent acts or omissions or willful misconduct of the University or its employees, officers, or volunteers in the performance of this Agreement.

B. The Affiliate agrees to defend all claims of loss, indemnify, and hold harmless the State of California, the Trustees of the California State University, California State University Los Angeles and their officers, agents, volunteers and employees from any and all liability for personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligent acts or omissions or willful misconduct of the Affiliate or its employees, agents or volunteers in the performance of this Agreement.

IX. TERM AND TERMINATION

A. Term. This Agreement shall be effective Click or tap to enter a date. and shall remain in effect for Choose an item. year(s), terminating on Click or tap to enter a date..

B. Renewal. This Agreement may be renewed by mutual agreement.

C. Termination. This Agreement may be terminated at any time by the written agreement or upon thirty (30) days advance written notice by one Party to the other, PROVIDED, HOWEVER, that in no event shall termination take effect with respect to currently participating Students, who shall be permitted to complete their training for any semester or year in which termination would otherwise occur.

X. GENERAL PROVISIONS

A. Amendment. No modification, amendment, supplement to this Agreement or waiver of any provision of this Agreement shall be binding upon the Parties unless made in writing and duly signed by all Parties hereto.

B. Assignment. Neither Party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other Party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

C. Captions. Captions and headings in this Agreement are solely for the convenience of the Parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.

D. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.

E. Entire Agreement. This Agreement constitutes the entire agreement of the Parties with regard to the subject matter hereof, and supersedes all previous written or oral representations, agreements and understandings between the Parties, whether expressed or implied.

F. Endorsement. Nothing contained in this Agreement confers on either party the right to use the other party's name without prior written permission or constitutes an endorsement of any commercial product or service by the University.

G. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.

H. Notices. Notices required under this Agreement shall be sent to the Parties by certified or registered mail, return receipt requested, postage prepaid, at the addresses set forth below:

TO UNIVERSITY:	**TO AFFILIATE:**
California State University, Los Angeles	Click or tap here to enter text.
5151 State University Drive	Click or tap here to enter text.
Los Angeles, CA 90032	Click or tap here to enter text.
Attn: Procurement and Contracts	

(Signatures follow on next page.)

XI. EXECUTION

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the Party on whose behalf their signature is made. Each Party agrees that the electronic signatures, whether digital or encrypted, of the Parties included in this Agreement, if any, are intended to authenticate this writing and to have the same force and effect as manual signatures.

UNIVERSITY	**AFFILIATE**
Signature: _____	Signature: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

Practicum Performance Correction Notice

California State University, Los Angeles
School of Social Work
Field Education Department

FIELDWORK PERFORMANCE CORRECTION NOTICE

Student Name: Agency:

Date Presented: Faculty Liaison:

Field Instructor:

Disciplinary Level

- ☐ Verbal correction
- ☐ Written warning
- ☐ Final written warning

Subject of Work-Related Problem

- ☐ Policy/procedure violation
- ☐ Performance transgression
- ☐ Behavior/conduct infraction
- ☐ Absenteeism/tardiness

Prior Notifications

Level of Discipline	Date	Subject

Incident Description and Supporting Details

Performance Improvement Plan

1. **Measurable/tangible improvement goals:**

2. **Training or special direction provided:**

3. **Interim performance evaluation (if necessary):**

4. **Personal improvement input and suggestions:** It is recognized that the student may have certain ideas to improve your performance. Therefore, the student is encouraged to provide his/her own personal improvement plan input and suggestions in the space below. Additional sheets may be attached if needed.

Outcomes and Consequences

Positive:

Negative:

Student Comments and/or Rebuttal

Student input in this matter is valued and the right to be heard is honored. Any comments or a rebuttal the student wishes to be taken into consideration regarding this situation should be written below. Additional sheets may be attached if needed.

_____ _____

Student Signature Date

Student Acknowledgement

I understand that the Field Education Department in the School of Social Work at California State University, Los Angeles is opting to provide me with corrective action measures
And as it applies:

- Reasonable efforts will be made to find me another field assignment; however, it is not guaranteed that an appropriate placement site can be located for me before _____. (Include specific consequences if a placement is not found within the deadline.
- I have been told that the fieldwork hours I have accrued will be held in suspense and continue in accumulation when I am assigned to a placement agency.
- **<u>This is the final</u>** field placement opportunity being given to me, as student.

I have received a copy of this notification. It has been discussed with me, and I have been advised to take time to consider it before I sign it. I have freely chosen to agree to it, and I accept full responsibility for my actions. By signing this, I commit to follow the performance improvement plan outlined herein.

_____ _____

Student Signature Date

_____ _____ _____

Faculty Liaison Signature Date

_____ _____ _____
Current Field Instructor Date

_____ _____ _____
Director of Field Education's Signature Date

Witness (if student refuses to sign)

_____ _____ _____
Name Time Date

Distribution of copies:
__ Student __ Field Instructor __Field Liaison __ Director of Field __ Student's Faculty Advisor
__ Student Performance Committe

California State University, Los Angeles

Student Practicum Time Sheet

Student's Name: _____

Date	Time In	*Lunch - Out*	Lunch - In	Time Out	Total Hrs:	Practicum Supervisor's Signature

Educationally Based Recordings

The use of recordings as a teaching/learning tool in the practicum setting is a requirement of the School of Social Work.

The most common form of educationally focused recordings is Process Recordings, a written description of an interview/interaction, reflecting both the content and the dynamic interaction.

The written reconstruction of an interview/ interaction assists the student and facilitates the learning process in a variety of ways. It provides an opportunity for the student to think about the interview, with a focus on remembering the interview content, analyzing the various interventions, and developing an understanding of their experiences and perceptions of these interactions. Educationally based recording provides a picture of the student's interviewing style, reflects the student's ability to ingrate knowledge and theory gained in the classroom, in assigned readings and in the fieldwork setting, and helps the student develop social work practice skills and techniques.

The interview/interaction content related in the recording provides the basis for learning elements of casework and Social Work practice methods and techniques, as well as reinforcing and refining the current level of practice skill. It allows the Field Instructor to individualize both the student and the client/situation.

Educationally based recordings can be completed in a variety of styles and formats. One style, the *complete process recording format*, requires a verbatim recording of all events that took place in an interview/interaction, both verbal and non-verbal. These recordings are done in a chronological order and describe in detail all events. Another format of educationally based recording is *selective process recording.* In this model, there is a selective presentation of significant factual data and non-verbal content necessary to understand the client and the situation. Another model of recording is the *structured process recording*. This model provides a basic structure and outline of topic areas to be included in the process account. Summary recording can often include a process or detailed description of certain portions of the interview or interaction. Other models of recording are more suited to meetings or group situations, ranging from therapeutic or educational groups with clients, to staff meetings, administrative meetings, etc.

All these models include reconstruction of the interview/interaction, or parts of an issue or area. Each of them also includes discussion of the conscious feelings and reactions a student experiences as they interact with clients/situations.

The development of self-awareness is basic to effective social work practice. Educationally based recordings provide significant opportunities for professional learning and growth for students in this area. It requires that the student objectify their observations of the person in their environment. It also requires the student to objectify interactions and behaviors between people and to evaluate these observations and behaviors, with particular focus on interactions. The student is then required to evaluate and develop awareness and understanding of the conscious use of self in the interaction process. This allows students to identify judgmental attitudes, transference and counter-transference issues, and basic values inherent in the social work profession.

In the direct practice setting, educationally based recording may be completed on "on-going" (long term) cases with whom the student is working, on short term cases, or on identified issues or topic areas, such as the initial interview, dealing with resistance, use of confrontation, termination phase of treatment, etc. The focus of identified issue/topic areas, and the selection of which cases on a students' caseload will be used for educationally based recording, will be discussed, and agreed upon by the student and field instructor.

In administration, management or other indirect practice settings, educationally based recordings may take a different form. They may include taking minutes at various meetings, agenda preparation, writing reports around project areas/ activities, in addition to other experiences. The activities used for educationally based recording will be discussed and agreed on by the student and field instructor.

STRUCTURE FOR RECORDINGS

1. Purpose of Session:
   Statement of the purpose should be concise, clear, and specific in relation to the session.
   a) Relatedness between this session, and the previous session(s); and
   b) Relate purpose to the function of the agency, and the client's capacity and motivation to utilize the services.
2. Content:
   a) Using the process recording outline form (next page), record one significant exchange in the beginning, in the middle, and at the end of the interview.
3. Impression/Assessment:
   Student's impressions, beginning with facts and expanding into a theoretical context.
   a) What did you observe throughout the session – behavior and affect;
   b) Was the behavior/affect appropriate, explain;
   c) How does this behavior/affect fit with what you know about the client's past behavior/affect; and
   d) Identify the major themes/issues that emerged.
4. Identify the Major Themes/Issues that Emerged:
   a) Patterns observed in client;
   b) Theoretical/practice connections you notice; and
   c) Defense mechanisms observed in client.
5. Interventions:
   a) Choose two significant interventions;
   b) What was your impression of your effectiveness;
   c) Describe any areas of concern or discomfort raised for you during this intervention; and
   d) What would you change?
6. Professional Use of Self:
   Describe your role in the session, paying particular attention to:
   a) Your body language;
   b) Your feelings/values (did they help or hinder the process); and
   c) How did you handle/deal with your own feelings?
7. Plan:
   a) Brief statement of your plans for next session; and
   b) Long range goals that you perceive are relevant for this client.
8. Issues, Questions or Problems:
   a) Indicate areas you want to discuss/explore in supervision; and
   b) Include value dilemmas, counter-transference issues, and diversity issues.

PROCESS RECORDING OUTLINE

Student's Name: _____ Client's Name: _____ Interview Date: ___/___/___ Session #: _____
Client's Age: _____ Date Submitted: ___/___/___ Date Received
Client's Ethnicity: _____ in Supervision: ___/___/___

I. PURPOSE OF THE SESSION: (clearly state the goals and objectives you had in meeting with this client this session. How do these relate to previous goals?)

_____
_____
_____

II. CONTENT: (using the recording form below, select three pieces of the interview process that you thought were particularly important, one from the beginning, one from the middle, and one from the end of this session.)

INTERVIEW CONTENT (May also include Client Behavior – i.e., non-verbal communication)	CLIENT'S FEELINGS/AFFECT	STUDENT'S GUT LEVEL FEELINGS	Analysis of your interventions, and identification of any themes or issues in this section.	SUPERVISORY COMMENTS
BEGINNING CONTENT:				

***Use feeling words to describe your own feelings from the session (see attached).**

INTERVIEW CONTENT (May also include Client Behavior – i.e., non-verbal communication)	CLIENT'S FEELINGS/AFFECT	STUDENT'S GUT LEVEL FEELINGS	Analysis of your interventions, and identification of any themes or issues in this section.	SUPERVISORY COMMENTS
MIDDLE CONTENT:				

***Use feeling words to describe your own feelings from the session (see attached).**

INTERVIEW CONTENT (May also include Client Behavior – i.e., non-verbal communication)	CLIENT'S FEELINGS/AFFECT	STUDENT'S GUT LEVEL FEELINGS	Analysis of your interventions, and identification of any themes or issues in this section.	SUPERVISORY COMMENTS
END CONTENT:				

***Use feeling words to describe your own feelings from the session (see attached).**

III. IMPRESSIONS/ASSESSMENT:

A. How did the client present, appearance, behavior and affect?

B. What did you observe throughout the session: recurring issues, themes, behavior, affect?

C. Was the client's behavior and effect appropriate?

D. How did what you observed in this session fit with their previous behavior and affect?

IV. INTERVENTIONS: (choose two interventions you made that you felt were significant and that you would like to discuss)

A. Identify/describe?

B. What was your impression of their effectiveness, and why?

C. What would you change and why?

V. PROFESSIONAL USE OF SELF:

A. How did you observe and use body language, space/voice?

B. What were your own feelings? _____

C. Examine your own feelings, how aware were you of them during the session, how did you deal with these feelings, and how did they impact your work with your client? _____

VI. PLAN: Brief statement of your plans for the next session, identify short term and long term goals that you and your client have developed. _____

VII. ISSUES, QUESTIONS OR PROBLEMS: Identify at least two areas to explore in supervision. These may include diversity, value dilemmas, counter-transfer, questions regarding alternative interventions, strategies etc.

PROCESS RECORDING OUTLINE: Group/Family Therapy Session

Facilitator name: _____ Co-Facilitator Name: _____

☐Family Session Session #___ Date: _____

Present during session:

☐ Parent/Caregiver	☐ Parent/Caregiver
☐ Child/Teen Age___	☐ Child/Teen Age___
☐ Child/Teen Age___	☐ Child/Teen Age___
☐ Child/Teen Age___	☐ Child/Teen Age___

☐Group Session Session#___ Date: _____

☐ Open Group ☐Closed Group # of group members in attendance: _____

General Themes: _____

_____

_____

_____

Activities/Materials: _____

_____

_____

Diagram of Seating Arrangement:

Opening Remarks (and by whom)

_____

_____

_____

Carry over from last session:

_____

_____

_____

Emotional Tone of group/family session:

Staff interventions and roles:

General evaluation of the session.

PROCESS RECORDING OUTLINE

Educationally Based Recording (Meetings)

Student_____

Practicum supervisor_____

Agency_____

Title of meeting_____

Purpose of meeting (attach agenda) _____

A. Student's Expectations of Meeting (Prior to meeting)

1. What does student think are the goals of the meeting?

2. What are the student's expectations of these goals being met in the meeting?

3. What role does the student expect to play during the meeting?

During the meeting

1. Describe the role of the chairperson(s)

2. What was the substance of the discussion?

3. What action took place during the meeting? (was anything resolved)

4. What future plans were made of the meeting?

5. How did the meeting close? Did it end on time? Total time of meeting. _____

B. Analysis

1. How did the action of conclusion come about?

Evaluate the leadership roles.

Did the group function together in the decision-making process?

4. Describe the interaction patterns that took place during the meeting. Was communication open? Were cliques formed? What was the atmosphere?

Were the original goals successfully met to the students' expectations?

Did the student play the role he expected to and if not, why?

2025-2026 Practicum Education Master Calendar

BASW PRACTICUM

BASW - Fall 2025 (Aug 19—Dec 13)

Aug 12 T	**BASW Student Practicum Orientation**
Aug 19 T	CSULA Classes Begin
Aug 25 M	**Practicum Begins**
Week of Aug 25	BASW Seminar Classes begin
Sept 1 M	Labor Day, Campus Closed
Week 8	Learning Agreement Due
Nov 11 T	Veteran's Day, Campus Closed
Nov 24-26 M-W	Fall Recess, No Classes, Campus Open
Nov 27-29 Th-S	Thanksgiving, Campus Closed
Dec 5 F	**Practicum Ends**
Dec 12 F	Evaluations Due
Dec 8-13 M-S	Finals Week
Dec 15- Jan 4	Winter Break (students cannot bank hours for Spring 2026 during this period)

BASW- Winter Intersession 2026

Jan 2 F	CSULA Winter Intersession Begins
Jan 5 M	**Practicum Begins**
Jan 17 S	Winter Intersession Ends
Jan 19 M	MLK Day, Campus Closed

BASW- Spring 2026 (Jan 20—May 9)

Jan 20 T	CSULA Classes Begin
Week of Jan 26	BASW Seminar Classes Begin
Mar 31T	Cesar Chavez Day, Campus Closed
Mar 30-Apr 5 M-S	Spring Break Students not in Practicum, Campus Open
May 1 F	**Practicum Ends**
May 8 F	Evaluations Due
May 11-16 M-S	Finals Week
May 18-22 M-F	CSULA Commencements

1ST YR MSW PRACTICUM

MSW 1ST Yr Field - Fall 2025 (Aug 19—Dec 13)

Aug 16 S *(subject to change)*	**MSW Student Practicum Orientation (2yr and 3yr Programs)**
Aug 19 T	CSULA Classes Begin
Aug 21 Th	2 Yr Program Seminar Classes begin
Aug 23 S	3 Yr Program Seminar Classes begin
Aug 25 M	**Practicum Begins (2yr and 3yr Programs)**
Sept 1 M	Labor Day, Campus Closed
Week of Oct 6	Learning Agreement due (2yr and 3yr programs)
Nov 11 T	Veteran's Day, Campus Closed
Nov 24-26 M-W	Fall Recess, No Classes, Campus Open
Nov 27-29 Th-S	Thanksgiving, Campus Closed
Dec 5 F	**Practicum Ends (2yr and 3yr Programs)**
Week of Dec 8	Comprehensive Skills Evaluation due (2yr and 3yr programs)
Dec 8-13 M-S	Finals Week
Dec 15-Jan 4	Winter Break (students cannot bank hours for Spring 2026 during this period)

MSW 1st Yr Field- Winter Intersession 2026

Jan 2 Fri	CSULA Winter Intersession Begins
Jan 5 M	**Practicum Begins**
Jan 17 S	Winter Intersession Ends
Jan 19 M	MLK Day University Closed*

MSW 1ST Yr Field—SPRING 2026 (Jan 20—May 9)

Jan 20 T	CSULA Classes Begin
Jan 22 Th	2 Yr Program Seminar Classes Begin
Jan 24 S	3 Yr Program Seminar Classes Begin
Mar 31 T	Cesar Chavez Day, Campus Closed
Mar 30–Apr 5 M-S	Spring Break Students not in Practicum, Campus Open.
May 1 F	**Practicum Ends**
Week of May 11	Comprehensive Skills Evaluation Due (2yr and 3yr programs)
May 11-16 M-S	Finals Week
May 18-22 M-F	CSULA Commencements

ASP & 2ND YR MSW PRACTICUM

MSW 2ND Yr Field - Fall 2025 (Aug 19—Dec 13)

Aug 19 T	CSULA Classes Begin
Week of Aug 25	**Practicum Begins (ASP, 2yr and 3yr Programs)**
Aug 25 M	ASP Seminar Classes Begin
Aug 26 T	2 Yr Program Seminar Classes Begin
Aug 30 S	3 Yr Program Seminar Classes Begin
Sept 1 M	Labor Day, University Closed
Week of Oct 6	Learning Agreement due (ASP, 2yr and 3yr programs)
Nov 11 T	Veteran's Day, University Closed
Nov 24-26 M-W	Fall Recess, No Classes, Campus Open
Nov 27-29 Th-S	Thanksgiving, Campus Closed
Dec 5 F	**Practicum Ends (ASP, 2yr and 3yr Programs)**
Week of Dec 8	Comprehensive Skills Evaluation Due (ASP, 2yr and 3yr programs)
Dec 8-13 M-S	Finals Week
Dec 15 - Jan 4	Winter Break (students cannot bank hours for Spring 2026 during this period)

MSW 2ND Yr Field- Winter Intersession 2026

Jan 2 Fri	CSULA Winter Intersession Begins
Jan 5 M	**Practicum Begins**
Jan 17 S	Winter Intersession Ends
Jan 19 M	MLK Day University Closed

MSW 2ND Yr Field—SPRING 2026 (Jan 20—May 9)

Jan 20 T	CSULA Classes Begin
Jan 26 M	ASP Seminar Classes Begin
Jan 27 T	2 Yr Program Seminar Classes Begin
Jan 31 S	3 Yr Program Seminar Classes Begin
Mar 31 T	Cesar Chavez Day, Campus Closed
Mar 30-Apr 5 M-S	Spring Break Students not in Practiucm, Campus Open
May 1 F	**Practicum Ends**
Week of May 11	Comprehensive Skills Evaluation Due (ASP, 2yr and 3yr programs)
May 11-16 M-S	Finals Week
May 18-22 M-F	CSULA Commencements

Total Field Hours To Be Completed:

BASW Field: 14 hrs/week (196 hours in Fall and 224 in Spring= 420
1st Yr MSW Field:16 hrs/week (224 hours in Fall and 256 in Spring= 480
2nd Yr MSW Field: 20 hrs/week (280 hours in Fall and 320 hours in Spring= 600
ASP MSW Field: 24 hours/week (336 hours in Fall and 384 hours in Spring= 720

Updated 11/27/24