CAL STATE LA

SCHOOL OF SOCIAL WORK



GRADUATE STUDENT PRACTICUM EDUCATION MANUAL

2025-2026

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2025-2026 MSW PRACTICUM MANUAL
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WELCOME

Welcome to our returning students and all new students to CSULA School of Social Work. I would also like to extend a warm welcome to our partner community agencies and to our new and veteran practicum supervisors.

Practicum education plays an integral role in the total curriculum for social work students. The experience offers an opportunity for students to integrate and apply theoretical knowledge and social work practice. Practicum experience is a vital dimension of students' social work education. It is designed to provide new and challenging experiences to the students and to maximize learning opportunities. The hours of internship prepare students to enter the work force as professional social work practitioners.

The Practicum Education Department strives to provide all students with internship experiences that honor and represent the realities (both triumphs and challenges) of the social work profession. Our practicum faculty is eager to partner with our social work agencies and work with our students to provide educationally sound practice that builds on knowledge and skills learned in the classroom.

With this in mind, we are aware that practicum education is multifaceted, dynamic, stimulating, and challenging. It may inevitably evoke and trigger an array of responses and emotions from students, clients, practicum supervisors and communities served alike. You are engaging in a learning process that asks that you continuously look within, process, reflect and push yourself to confront difficult and uncomfortable situations. Open communication and a commitment to work through the challenge (from a strength based, problem solving stance) will allow for profound learning and insight during the academic year.

The social work profession promotes social change, problem solving and empowerment of people to enhance overall well-being. We are change agents in society and in the lives of the individuals, families and communities we serve.

It is a privilege to support and guide you into the rewarding profession of social work.

Hermila

Hermila Melero, MSW, LCSW
Practicum Education Director

I. THE SCHOOL OF SOCIAL WORK'S MISSION

The mission of the School of Social Work guides our program goals and objectives. The mission statement reads as follows:

The MSW Program at California State University, Los Angeles educates students to assume leadership roles in professional practice. Our advanced urban generalist graduates analyze, intervene, evaluate and advocate with diverse, underserved, and oppressed clients and communities.

II. MSW CURRICULUM AND PROGRAM DESCRIPTION

The curriculum has been developed to provide students with advanced generalist knowledge, skills and abilities as prescribed by the MSW mission, goals and objectives. Urban generalist social work practice is broad in scope and a practitioner can be called on to help diverse populations within a variety of settings; from working with a homeless family to assisting an agency developing policies to meet new state or federal regulations.

The MSW curriculum is designed to provide generalist foundation courses and advanced urban generalist courses that reflect a multidimensional understanding of diverse groups and communities. Foundation courses are taken in the first year of study along with a foundation year of internship.

All courses incorporate a cross cultural perspective, with the goal of increasing students' sensitivity to the human needs of all races, ethnic and cultural groups, and to the unique characteristics of diverse populations. The practice sequence covers micro to macro systems within a variety of social work institutions. Students will receive training in a full range of practice intervention skills across these service delivery systems.

Sequences follow a process of presenting knowledge of increasing depth and complexity as students look more specifically at human behavior, policy, practice, practicum and research. There is considerable integration of knowledge across sequence lines. Integration comes from continuing themes throughout the curriculum: professional values, social and economic justice and attention to cross-cultural concerns. In addition, there are some recurring concepts that appear from varying perspectives in different sequences such as: (1) integration of student learning experience with knowledge presented in class; (2) understanding problems of people from a theoretical causal view, a helping intervention view, a macro policy view and a micro individual/group/family view; (3) theoretical concepts of human behavior as applied in practice; and (4) the process of analysis which is taught similarly in several courses (assessment, analysis and planning, implementation, and re-evaluation).

The Master of Social Work program requires the completion of 60 semester units, taken in a prescribed sequence.

Advanced Standing Program (ASP)

The Advanced Standing Program facilitates completion of the MSW degree requirements for students with a bachelor's degree in social work from an accredited school of social work, allowing them to complete their degree in one year. ASP eliminates the redundancy of repeating core social work concepts taught at the BASW level, such as values, ethics, and methods of practice, which are also taught during the first year of the MSW program. ASP includes a Summer Bridge Program that reviews foundation topics such as values, ethics and methods of practice.

Upon successful completion of the Intensive Summer Bridge Courses that are held during the summer session students are advanced to candidacy and begin their Advanced Year of Internship and year two of the Academic Year MSW program curriculum.

The Advanced Standing Program is offered exclusively at CSULA's new Downtown Los Angeles campus (DTLA). ASP students take classes at the DTLA campus (including summer bridge courses). ASP students are considered 2nd yr. MSW students.

https://www.calstatela.edu/dtla/master-social-work-downtown-los-angeles-campus

California Title IV-E Education Program (formerly CalSWEC)

California Title IV-E Education Program is a partnership among 20 university schools of social work, public human service agencies, and other related professional organizations to facilitate the integration of education and practice, and assure that effective, culturally appropriate service is delivered to the people of California. Funded through federal Title IV-E monies set aside for child welfare training, the Program provides financial support to MSW students in exchange for a commitment to work in a public child welfare agency, within the State of California, for a minimum of one year for every year of support received. BASW students may also be eligible, depending upon funding.

The CA Title IV-E stipend is available to students in the 2 and 3-year MSW programs. Students in the 2-year program apply after acceptance into the MSW program and receive funding for 2 years. In the 3-year program, students are eligible to apply in the spring semester before their first year of practicum and receive 2 years of funding. ASP students are eligible for one year of support. Students in the 3-year program who are county public child welfare employees are reimbursed for tuition, fees, books, mileage, and educational supplies.

CA Title IV-E Program students complete their first year of internship in a community-based organization that serves Title IV-E children. The second year of internship is completed at a public child welfare agency. (In Los Angeles County, this is the Department of Children and Family Services.) CA Title IV-E students are expected to participate in mandatory, non-credit, specialized seminars each semester that are designed to contribute to the specialized knowledge and insight required of public child welfare social workers. Program students must also select the Child Welfare elective as one of their two electives and complete their thesis or project on a child welfare-related subject.

Questions about the CA Title IV-E Program should be directed to:
Carol Mroz, MSW
California Title IV-E Education Program Coordinator
cmroz@calstatela.edu

LADCFS + UCLA Academy of Workforce Excellence Child Welfare Internship Program

LADCFS + UCLA Academy of Workforce Excellence, Child Welfare Internship Program is offered under the Title IV-E provision of the Social Security Act, with the goal of strengthening professional social work practice in public child welfare agencies. This stipend opportunity is offered through a federally funded program in partnership with the Los Angeles County Department of Children and Family Services (DCFS) and six other partnering Los Angeles-area MSW programs. This stipend provides financial support to MSW students interested in child welfare in exchange for a commitment to work with Los Angeles County DCFS.

This is a 2-year stipend program. The LA DCFS Internship provides a stipend of $26,000 per year for MSW students. Students in the 2-year program are eligible to apply once accepted into the MSW program. Students in the 3-year program are eligible to apply in the spring semester before their first year of practicum. ASP students are also eligible (internship and commitment will be one year). Information about this program will be shared at an orientation and through recruitment meetings. CSULA has 8 stipends to award annually.

If selected for the LA DCFS Internship, the student will intern with a community-based agency in the first year that works with DCFS clients or those at risk of abuse/neglect. In the second year, the student will be placed at a DCFS office. In return, stipend recipients agree to work for LA County DCFS for 2 years after graduation, with full salary and benefits.

MSW students who are interested in exploring a career in public child welfare are encouraged to apply. To learn more about program eligibility, application, program requirements, and internship, please contact:

Lisa Valenzuela, MSW
L.A. DCFS Stipend Coordinator
lvalen20@calstatela.edu

Final award for the Public Child Welfare stipends are contingent upon final funding from the UCLS Sub award Grant, anticipated July 1.

MSW Curriculum by Semester

The Master of Social Work graduate degree program is a rigorous course of study, comprised of 60 semester units of course work. Twelve(12) of these units are devoted to internship, where the student spends a designated number of hours per week in an educationally focused practicum experience at selected social work/social service agencies in a surrounding community. Each year the student will be placed at a different agency and will complete one academic year of internship. Foundation year internships are identified and assigned by the practicum liaison/seminar instructor under the direction of the Director of Practicum Education.

Emphasis in the first year of practicum is on direct service, developing the foundation of appropriate social work practice skills and knowledge. This includes developing relationships, acquiring interviewing skills, mastering beginning psychosocial assessment, making diagnostic assessments, and developing intervention skills, including crisis intervention. Students in their

final year of study, work collaboratively with practicum liaisons to identify agencies of interest for their advanced year of practicum. Advanced year placements may focus on direct service or on administration/management activities. Students are expected to develop an increased insight and depth of understanding of agency and client systems and social work practice skills.

- First Year (Foundation) Internship, students complete 16 hours per week for the academic year.
- Second Year (Advanced) Internship, students complete 20 hours per week for the academic year.
- Advanced Standing Program (ASP) Internship, students complete 24 hours per week for the academic year (Wed-Fri. only)

The schedule for the academic year model of practicum parallels the University academic year, with internship beginning in August and ending in May. Students take concurrent course work, including a practicum seminar course.

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.

III. PRACTICUM EDUCATION

A. Organization of Practicum

The practicum sequence plays an integral role in the total curriculum for Master of Social Work students. The experience offers an opportunity for students to integrate and apply theoretical knowledge and social work practice and intervention skills in a community agency setting under the supervision of a qualified practicum supervisor. A variety of agencies within the region are utilized for internship placements, reflecting the diverse settings in which social workers are employed. The selected agencies and practicum supervisors play a major role in the personal and professional development of the student, providing a range of learning opportunities including direct practice experiences, indirect or macro practice experiences, orientation to the role of the professional social worker in agencies, and exposure to the dynamic and ever-changing service needs within the agency and the larger community.

It is the practicum learning experience that allows the student to integrate classroom theory and knowledge and practice skills in developing professional competence and identity. This application includes social work theory in real-life practice situations, skill building, and upholding professional standards of social work ethics and values, under the professional supervision of qualified social workers in their role of practicum supervisors. The practicum experience is designed to provide new and challenging experiences to the student and to maximize learning and practice opportunities. The program includes experiences which engage students in supervised direct service activities within micro and macro levels, and produces a professionally reflective, self-evaluating, knowledgeable and developing social worker. Students are prepared for entry into a generalized urban practice, with the ability to utilize a range of intervention techniques in diverse practice settings, and within a variety of cultural and ethnic populations.

Each student has two internship placements in two different agencies during their course of study. This is done to maximize diversity and exposure in practice settings, populations served and communities. Experiences are designed to build upon one another, focusing on the outcome goal of a self-directed and competent practitioner. The practicum seminar course is taken concurrently with the internship.

The practicum seminar is a vehicle for the integration of classroom and internship learning, including the integration of social work values and ethics. The seminar provides an opportunity for students to examine and understand their professional roles, assists them in understanding the dynamics of personal change, and helps them in the examination and integration of personal and professional values.

Emphasis in the Foundation Year is placed upon developing the groundwork of appropriate social work practice skills and knowledge, which includes developing relationships, acquiring interviewing skills, mastering beginning psychosocial assessment, making diagnostic assessments, and developing intervention skills and direct practice interventions. Entry level to the profession of social work is generalist practice. Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. The generalist practitioner views clients and client systems from a strengths perspective to recognize support and build upon the capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist

practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes to continually improve the provision and quality of services most appropriate to client needs.

During the Advanced Year – ASP, second year or third year, students are expected to develop an increased insight and depth of understanding of agency and client systems and social work practice skills and are exposed to a diversity of experiences. The goal of the second-year internship is to build on the first-year experience to help students develop advanced and more focused social work skills—including clinical interventions with diverse populations, effective treatment strategies on a micro/macro level where appropriate. Students may select a placement site that offers a more macro or more micro focused practice experience where they will further their skills in administrative activities, including organizational development, program planning and program evaluation.

Foundation Year and Advanced Year internships/placements must be in different agencies, each of which must meet the criteria and objectives for that year of practicum instruction. Students are assigned to the Foundation Year internship that exposes them to a generalist experience, including micro, mezzo, and macro practice and a broad range of clientele. Advanced Year internship is coordinated with a student's choice of agency.

The practicum experience is tailored to the individual students' needs in an ongoing assessment process between the student, practicum supervisor and practicum instructor. During the beginning weeks of the fall semester, the student and practicum supervisor will develop a Learning Agreement. This Learning Agreement will specify learning needs for the student, the experiences and activities in which the student will participate to meet these learning needs and specify timelines for their accomplishment.

The Learning Agreement includes activities and experiences relating to nine core competencies identified by the Council on Social Work Education (CSWE), the accrediting body for schools of social work in the United States. The competency areas are:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practicum education is a collaborative effort to provide a real-life social work learning experience to students placed in a designated agency. The collaboration consists of multiple professionals with distinct roles. The roles within practicum education are as follows:

B. Definition of Roles and Responsibilities

Director of Practicum Education: The Director has overall, direct responsibility of the practicum education department development and administration. This includes: working with practicum liaisons in the placement of students, negotiation of contracts for agencies to serve as internship sites, provides ongoing support and assistance to the practicum supervisors and liaisons to enhance the provision of an educationally focused practicum education and the ongoing monitoring of other activities assigned to practicum faculty members. Additionally, the Director of Practicum collaborates with other school faculty and staff to ensure that the objectives of the practicum education sequence are achieved. Collaborates with other Practicum Coordinators/Directors locally and statewide, to help ensure that the School's program meets or exceeds national standards and is beneficial to students and our community partners.

Practicum liaison/Seminar Instructor: Practicum faculty members in the School of Social Work conduct seminars for practicum students and are responsible for ongoing, direct contact with students and agencies. This individual is a practicum faculty member who coordinates, monitors, and evaluates the student's internship experience to ensure optimal learning and professional development. They also provide consultation, assistance and evaluation to the student/intern and practicum supervisor. They also teach the practicum seminar course for first- and second-year students.

Practicum supervisor (formerly known as Field Instructor): The practicum supervisor in the community agency has primary, direct responsibility for the educational needs of practicum students at their internship and must have an MSW degree and two years of post-graduate experience. The practicum supervisor may work collaboratively with a preceptor in an agency, but he/she has the primary and overall responsibility for the student's learning, evaluation, and linkage with the University.

Preceptor: A Preceptor may be appointed by the agency practicum supervisor to oversee some of the responsibility for practicum students. They are a supplementary instructional figure who may or may not be a social worker by training. The preceptor may also be the daily task supervisor during the time 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 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 University

- Provide clear expectations and procedures for the implementation of the practicum program.
- Provide an orientation to the University on the School of Social Work policies, procedures and philosophy.
- Maintain ongoing, formal communication and linkages with community agencies participating as internship sites.
- Provide a practicum liaison to each agency who will serve as the major link between the agency, the practicum supervisor, the student, and the School of Social Work.

- Provide orientation and training to practicum supervisors around issues of practicum instruction, supervision, Learning Agreement, evaluation, and other relevant issues.
- Provide ongoing support and assistance to the practicum supervisors to enhance the provision of an educationally focused practicum.

Responsibilities of the Director of Practicum Education

- Assume overall responsibility for the development and administration of the practicum program.
- Oversee the evaluation and approval of social service agencies interested in participating with the School of Social Work as an internship site.
- Develop policies and procedures to guide the practicum sequence in an educationally sound manner and share with participating agencies these policies, procedures and guidelines.
- Oversee the placement of students in social work agencies and the educational component of integrative seminars.
- Consult with practicum liaison/seminar instructor regarding the replacement of students from one agency to another.
- Coordinate orientation and training sessions for all practicum supervisors.

Responsibilities of the Practicum Liaison/Seminar Instructor

- Designate and develop agencies in which students will be placed for an internship ~~work~~ experience at the graduate level. Match students with agencies based on the educational needs and learning objectives of the students.
- Meet with assigned students and practicum supervisors in their agency to evaluate the learning plan and progress. The first visit usually takes place before the end of the 1st semester. The second visit may be done by telephone conference or email with the practicum supervisor, student and practicum liaison. Additional visits may be required, depending upon student performance.
- Review the individual Learning Agreement developed by each student.
- Teach the integrated practicum seminar with a group of assigned students, focusing on the goals, objectives and course content area of the seminar.
- Ensure that satisfactory progress at internship is being made by the student and provide consultation or other assistance as necessary. Collaborate with student and practicum supervisor on a Practicum Performance Correction when progress is not satisfactory. Meet regularly with the student to discuss progress on the performance contract.
- Assign the course grade for practicum. This is done in consultation with the practicum supervisor and is based upon the participation of the student in any required practicum seminar, internship activities and the written evaluation prepared by the practicum supervisor.
- Complete a written evaluation of assigned placement settings at the end of the placement period, making recommendations as to continued use of the setting.
- Attend regularly scheduled practicum liaison meetings and be involved in development and review of the practicum curriculum.

Responsibilities of the Agency

- Accept and cooperate with University and School of Social Work policies and guidelines.
- Accept and commit to the educational objectives inherent in the practicum curriculum.
- Provide appropriate office space, telephone access, supplies and other necessary materials to enable a student to function effectively.
- Designate qualified practicum supervisors with a minimum of two years of post-MSW experience.
- Modify the schedules of any employee selected to be a practicum supervisor to assure that adequate time is available for teaching and student supervision activities, including meetings and/or training sessions at the university.
- Provide any needed assistance to the practicum supervisor in developing appropriate learning experiences within the agency.
- Adhere to policies and practices reflecting nondiscrimination applied to clients, staff and students.
- Inform the School of Social Work of any change in administration of the agency that impacts the internship program.
- Complete an Affiliation Agreement with the University Office of Purchasing and Contracts.

Responsibilities of the Practicum Supervisor

- Provide an educationally focused internship experience in accordance with policies and procedures of the School of Social Work, including utilization of the Learning Agreements, educationally-based recording formats, supervision requirements, provision of appropriate learning experiences, etc.
- Provide an agency orientation to the student at the beginning of the placement period.
- Develop a Learning Agreement in conjunction with the student during the first four weeks of the placement period.
- Provide educationally focused experiences and opportunities for student learning based on the Learning Agreement objectives and action plans.
- Complete and submit a written evaluation at the end of each ~~quarter~~ semester outlining student progress and further learning goals and needs.
- Meet with the practicum liaison during the placement period to assess student progress and coordinate learning experiences.
- Provide a <u>minimum</u> of one hour per week of individual supervision for each student placed in the agency and be available for ongoing consultation and/or supervision as needed.

- Be available in the agency during internship hours when the student is present. Assign a preceptor to enhance the student's learning experience, if possible, and to be available in the absence of the practicum supervisor.
- Maintain communication with assigned practicum liaison regarding student performance, potential difficulties or areas of concern as early as possible, or changes in the agency, which impact the internship experience. Collaborate with the student and practicum liaison and develop a Practicum Performance Correction Notice when progress is not satisfactory.
- Attend practicum supervisor orientations and other internship activities throughout the year. New practicum supervisors must attend a new practicum supervisor training.

Responsibilities of the Student

- Accept and abide by policies and guidelines established by the agency. This includes: agency hours of operation, documentation requirements; participation in required agency meetings; agency policies on confidentiality and protection of agency, staff and client rights.
- Accept and abide by policies and guidelines established by the School of Social Work for the educationally focused practicum experience.
- Accept and abide by the NASW Code of Ethics at all times. Function in a responsible manner consistent with social work standards, values and ethics as described in the NASW Code of Ethics in interactions with clients, colleagues and the community.
- Actively participate in the practicum education experience: this includes developing the Learning Agreement in conjunction with the practicum supervisor; prepare for and participate in weekly supervision; participate in practicum seminar class; and participate in the evaluation conferences with the practicum supervisor and practicum liaison.
- Students may be asked to provide continuity of services and treatment during university holidays and semester breaks. Students must discuss what is expected during these break periods (Fall recess, Winter break and Spring break) with their practicum supervisor either during the initial interview or early in the fall semester. In order to optimize their learning experience, students should not complete internship prior to the end date listed in the Practicum Education Master Calendar.
- Complete additional practicum-related assignments, meetings and activities.

C. Objectives of Practicum Education

1. The objectives of practicum education are guided by and are consistent with the mission statement and overall objectives of the MSW program and the mission statement. Students are expected to: Integrate and apply knowledge, values and intervention skills to cross-cultural practice with diverse populations, and develop the skills to translate theory into practice. An expected outcome is for the student to develop the ability to select the practice and/or intervention approach which

would best serve the individual and/or population group, including both micro and macro strategies;

2. Develop advanced knowledge, skills and abilities in generalist urban social work practice. Generalist social work practitioners work with individuals, families, groups, communities, and organizations in a variety of social work and host settings. The generalist practitioner views clients and client systems from a strengths perspective to recognize support and build upon the capabilities of all human beings. They use a professional problem-solving process to engage, assess, link to services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes to continually improve the provision and quality of services most appropriate to client needs within a cross-cultural context.
3. Develop an understanding and a competent level of skill(s) in the utilization of a variety of social work methods and modalities in direct practice appropriate to cross-cultural contexts.
4. Develop understanding of and demonstrate a commitment to professional social work values and ethics. An expected outcome is for the student to develop the capacity for self-evaluating and regulated practice at a beginning level of independence and autonomy;
5. Learn techniques of effective collaboration with other professionals for service delivery to clients;
6. Workers can bring about needed organizational and policy changes with specific sensitivity to the needs of BIPOC and oppressed populations;
7. Integrate theory and research from course work through direct application and practice within an agency, and demonstrate ability to evaluate one's own practice through appropriate research methods; and
8. Contribute practice situations from internship to classroom discussion thus enhancing integration of theory and practice.

D. Selection of Practicum Agencies

A variety of agencies throughout the region are utilized for internships, reflecting the wide range of settings in which social workers are employed. Consistent with the School's mission of preparing urban generalists, we focus on agencies located in urban Los Angeles. It is essential that those agencies participating in the practicum component of the MSW program exhibit professional quality, both in the services they provide and the staff they employ. The range of available internship sites is crucial to the successful operation of the internship program. Students are placed in an agency based upon their area of concentration, their previous experience, and their educational learning needs. Students who attend CSULA and intend to commute from outlying areas need to know that internship agencies will be in the Greater Los Angeles area. Agencies are evaluated in a number of areas, including:

- Ability to provide exposure to diverse client/population/service delivery systems with particular emphasis on cultural and ethnic diversity, oppressed groups and women;

- The ability to provide a comprehensive range of learning experiences for students;
- Ability to accommodate students, including adequate and appropriate space, equipment, support staff and caseload numbers essential to a successful internship teaching site;
- Availability of a qualified practicum supervisor or preceptor who is available during the hours in which the student is in internship in the agency;
- Commitment to the achievement of the educational objectives of an educationally-based practicum experience;
- Commitment of appropriate resources essential to a successful practicum teaching environment;
- Service delivery to a wide range of clients, with particular focus on service delivery to diverse population groups, including cultural and ethnic diversity and socioeconomic diversity;
- Commitment to the School of Social Work philosophy and mission in the training of graduate-level social workers;
- Agency standards and philosophy which are acceptable and expected in the practice community and by the University;
- Adequate staffing patterns, such that the agency can perform and maintain the service delivery mission of the agency without inappropriate reliance on students.
- Presence of policies and practices reflecting non-discrimination towards clients, staff and students, and prohibition against sexual harassment.
- Ongoing and periodic availability of staff development and training opportunities;
- Willingness to modify the schedule of any employee so that adequate time is available for teaching and meetings and/or training sessions for students; and
- Willingness to complete Clinical Internship Agreement with the University Office of Purchasing and Contracts.

Agencies interested in being considered as an internship site will complete and submit an Agency Fact Sheet, which describes the agency's service delivery system; staffing, experience with education of students, and a review of the available opportunities.

A member of the practicum faculty will conduct a site visit to the agency. Site visits will be made prior to the placement of students with the agency. In some cases, a site visit may not be feasible in this timeframe; a comprehensive assessment via a phone conversation will allow for approval of the agency as an internship site. In these cases, the assigned practicum liaison will review the agency's suitability as an internship site during the scheduled student, practicum supervisor, and practicum liaison meetings.

Both the student and the practicum liaison will evaluate agencies where students are placed at the end of each placement period. Areas of evaluation will include the agency's ability to provide a comprehensive educational experience, the perceived strengths and weaknesses of the setting,

the quality of the instructional abilities of the practicum supervisor, and the overall impression of the agency.

E. Selection of practicum supervisors

The following factors are taken into consideration when selecting practicum supervisors:

- Possession of an MSW from an accredited social work program.
- A minimum of two years of post-master practice experience.
- Successful completion of practicum supervisor Certification Training.
- Interest and demonstrated skill in teaching.
- Well integrated knowledge and understanding of the program area in which the student will be located and for which the practicum supervisor will provide supervision. It is anticipated that practicum supervisors will have been in their current positions for at least one year prior to supervising a student.
- Willingness and availability to participate in School activities such as orientation and training, ad hoc task forces or committees, and meetings with the practicum liaison.
- Commitment of availability for the entire internship period.
- Availability in the agency during the hours in which students are in internship in the agency. Or arranging the availability of a Preceptor.
- Ability to adjust workload to permit regular and adequate time for student instruction.
- Recognized and demonstrated competence in social work practice in the areas in which the student is to be trained.
- The Director of Practicum Education will make any exceptions to the above-mentioned criteria on a case-by-case basis.

It is anticipated that some agencies may choose to use preceptors in providing a broad learning experience for students. Preceptors are other staff members in the agency, including both MSW/LCSW and individuals from other disciplines who are part of the agency service delivery team. The Preceptor should be selected to provide a specific learning experience or opportunity for the student, in addition to covering in the absence of the practicum supervisor, and should be provided with information about the curriculum objectives for the student, the specific learning objectives that they will be providing to the student, and a clear understanding of their participation in the evaluation process. The designated practicum supervisor maintains overall responsibility for the student's placement experience and is accountable for facilitating the completion of required evaluations and meetings with practicum liaison.

Orientation Component for Practicum supervisors

The School of Social Work provides an orientation for all practicum supervisors. This orientation serves several purposes: it provides an opportunity for experienced practitioners to share their skills in the area of practicum supervision; it provides a forum for exchange of practice skills and areas of expertise; and it exposes the practicum supervisors to the philosophy and operation of the practicum program at CSULA School of Social Work. New practicum supervisors can be trained at other Schools of Social Work in the regional collaborative. The new practicum supervisor training covers: supervision issues; teaching helping skills; integrating

practicum experiences with school curriculum; understanding learning styles; orienting and evaluating the student; transmitting social work knowledge, values and skills; understanding micro and macro practice; cultural competence; educational contracts and evaluation forms; issues in group supervision; student professional conduct; ethics, confidentiality and liability issues.

F. Practicum/Internship Placement Procedures

Enrollment in Practicum

Internship begins in the fall semester.

Students sign an agreement upon application to the MSW program that they will accept the internship placement(s) assigned to them in the first year of the program. Students in the 3-year program are placed in their second year of the program. Most practicum placements are located within the greater Los Angeles County area. Every effort is made to place students within a 25-mile radius from school as most internships are in Los Angeles County. When able and available, we may place closer to students' home address (if there are appropriate and available internship sites near the home address outside of Los Angeles County, however it is not guaranteed). Students may be placed beyond the 25-mile radius, depending on circumstances affecting a students' ability to be fully vetted by the agency and/or agency availability.

Students are required to enroll in the appropriate practicum seminar course every semester prior to starting internship. To maintain the practicum assignment, students must be registered in the appropriate practicum seminar course within one week of the start of the internship as indicated on the Practicum Education Master Calendar for the academic year. Students are sectioned into practicum courses by the practicum department and are provide a course permit to enroll in their assigned section. Students who are not enrolled in the appropriate practicum seminar within the specified timeframe shall be immediately removed from their internship. **Any student removed from their assignment for this reason is not guaranteed reinstatement at an agency or re-assignment to another site during the academic year.**

Internships must be planned in accordance with state and federal laws and with consideration of internship agency policies, including the best interests of consumers (clients). Most internship agencies request security clearance evaluations, background checks, Live Scan finger printing, drug screens, health screens, DMV clearance, etc. as requirements to ensure the suitability of interns for placement in their agencies. They may check for felony/misdemeanor convictions, including driving under the influence (DUI), acts of fraud, child abuse, elder abuse, domestic violence, assault, registration as a sex offender, or having any professional license revoked. Please note that most agencies require students to pay the cost for background checks. Students placed in agencies requiring these clearances are responsible for completing the necessary activities or forms and submitting them to the agency prior to beginning internship. Failure to submit the necessary clearances will result in the student being ineligible to enroll in internship and seminar courses.

Many internship agencies will not accept students with criminal records. For this reason, students must disclose any criminal history or other issues/circumstances including: any arrests, and/or convictions (even if you believe them to have been expunged). This will assist the practicum education department in matching the student with an appropriate agency. Misrepresentation and/or omission statements will be considered cause for immediate ineligibility for the CSULA School of Social Work Program.

Students using their personal vehicle for internship must submit proof of automobile insurance and a copy of their driver's license to the Practicum Education Office prior to entering internship. A maximum grace period of one week of the start of the practicum, as indicated by the Practicum Education Master Calendar for the academic year, will be extended to students. Students who have not submitted proof of automobile insurance and driver's license within the specified timeframe shall be immediately removed from internship (i.e., practicum seminar class as well as the internship agency). **Any student who is removed from their practicum assignment for this reason is not guaranteed reinstatement at an agency or re-assignment to another internship site during the academic year.**

Students who are not using their personal vehicle for internship must sign the Non-Driver's Waiver form and submit it to the Practicum Education Office. Students must turn in the signed form prior to starting their internship. Please note, although having a vehicle is not a requirement, it will limit where and what type of agency the student may be placed in.

Students receiving CA Title IV-E and DCFS Child Welfare stipends are required to use their personal vehicles for internship. Stipend recipients must submit proof of automobile insurance and a copy of their driver's license to the Practicum Education Office. This is a requirement of the listed stipends; lack of access to a vehicle may disqualify a student from receiving the stipend.

All students enrolled in practicum must be included in the blanket university policy for malpractice liability insurance. Students shall pay the required fee to the University Cashier's Office; complete the necessary application for insurance coverage. Proof of payment must be submitted to the Practicum Education Office prior to entering the internship. A maximum grace period of one week of the start of the practicum, as indicated on the Practicum Education Master Calendar for the academic year, will be extended to students. Students who have not purchased or submitted proof of purchase of malpractice insurance inside the grace period shall be immediately removed from practicum (i.e., practicum seminar class as well as the assigned internship agency). Any student who is removed from the practicum assignment for this reason is not guaranteed reinstatement at an agency or re-assignment to another site during the academic year.

Graduate students must possess: 1) sufficient emotional maturity; 2) ability to succeed in the practicum learning environment; and 3) a professional manner consistent with the NASW Code of ethics and CSULA's professional conduct and performance expectations (see below). If it is determined that a student lacks the emotional maturity, the ability to succeed in practicum or demonstrates a lack of professionalism, the student will be subject to possible removal from the MSW program.

The School of Social Work will accept a limited number of transferred units for practicum and concurrent practice course work only if the work completed represents a full period of internship from an accredited school of social work**. <u>Approval by the Director of the School of Social Work and by the Director of Practicum Education is required.</u>**

Students must maintain a 3.0 cumulative GPA throughout the entire practicum/internship period. Notification to students who are on academic probation, which affects their practicum status, will

be sent a certified letter by the Office of the Associate Dean of the College of Health and Human Services informing the student of their academic standing. The MSW advisor will also be notified, who will contact the student to explain and discuss available options.

Sequencing in Practicum

Students are expected to remain in internship and practicum seminar for the entire academic year (both fall and spring semesters). In the winter intersession (between the end of the fall semester and the beginning of the spring semester), students are expected to return to their internship on Monday January 5th, 2026. The student's professional responsibilities for client services are foremost, and for minimal disruption to clients' continuity of care, students return to internship prior to returning to the classroom.

If a situation develops where a change of internship placement may be necessary or advisable, the student, practicum liaison, and Director of Practicum Education will work collaboratively in problem resolution. Students may not end an internship without going through the problem resolution process. (Please refer to section N. *Resolution of Problems in Internship in the practicum manual).* Any circumstances necessitating the discontinuance of internship must be discussed with the practicum liaison and Director of Practicum Education so that appropriate arrangements can be made for the restart of internship activities, when that is appropriate.

When internship is discontinued prior to the end of a semester, a student must repeat practicum (class and internship) at the beginning of the following academic year, including Fall, and Spring.

Students may not withdraw from internship/practicum in lieu of receiving a "no-credit" grade or a grade of C or lower in practicum seminar class. A student can only withdraw while they are in good standing in the seminar course and at the internship site, i.e., making satisfactory progress at the time of their approved withdrawal. A student who is not in good standing will not be allowed to re-enroll in practicum. A student's good standing must be certified by the student's practicum liaison prior to the student's withdrawal from internship in the middle of a practicum period.

Prior to the student's re-entry into the practicum sequence, a meeting will be held with the student and the Director of Practicum Education to re-establish and evaluate the student's readiness to enter practicum/internship. It may be necessary for the student to be placed on a performance contract at that time.

Some agencies may be able to offer students extended experience as paid staff following the internship period (after the semester ends). These situations are handled directly between the agency and student. The University has no involvement in or responsibility for the student and hours worked under these circumstances; any hours accrued as an employee of the agency, MAY NOT be counted towards internship hours. The student's malpractice insurance coverage is only applicable while the student is an intern (and not an employee). The University will not be held liable once the internship period has ended. **Please refer to the practicum calendar.**

Students Entering First Year Practicum

- Internship agencies are pre-selected by the School of Social Work to ensure the agency can provide appropriate supervision and learning experiences in keeping with the

requirements of CSWE and the School of Social Work. The Practicum Education Faculty assigns students to an internship.

- Each student completes an Practicum Information Profile and submits a current resume which are used by the practicum liaison to match a student with an approved agency. Once an agency is identified, the student is provided the agency's contact information. Students are responsible to contact their assigned internship to schedule a meeting/interview with the prospective practicum supervisor prior to the beginning of the placement period. The successful completion of this meeting/interview with the practicum supervisor finalizes the selection of a placement.
- Students are required to notify the assigned practicum liaison once the meeting/interview has been completed.
- If based on the interview, the agency does not accept the student another agency assignment will be provided and the student will contact prospective practicum supervisor to schedule an interview. The student will receive a maximum of **three (3)** agency assignments and interviews, one agency at a time, until the student is successfully placed. **The three-agency assignment includes the original referral.**
- If after three (3) attempts, a student is unable to obtain an internship for non-agency related issues, then the student must meet with the Director of Practicum Education and the assigned practicum liaison to discuss concerns and available options. The student may be required to defer their internship or may be dismissed from the program.
- Prior to the start of the fall semester, students participate in a mandatory Practicum Education Orientation.

Students Entering Second Year Practicum (2 year and 3 year Program Students)

- Students attend a second year Placement Orientation and complete the Graduate Placement Preference Form prior to the start of their final year in the program. Students select **three (3)** agencies in their area of interest from the placement list provided by the Practicum Education Department.
- Students submitting the placement paperwork late will be delayed in participating in the placement interview process.
- Students arrange for and complete placement interviews at the agencies selected. Feedback is elicited from both the student and the prospective practicum supervisor, with each indicating acceptable and non-acceptable matches.
- Final selection of an internship is made by the Practicum Education Department and the student is informed of placement assignment.
- If a match is not made initially, additional interviews will be arranged, one agency at a time. Students will be given a maximum of 3 to establish a match. If an agency match cannot be made after an additional 3 attempts, the student will be disqualified from the MSW program.

ASP Students Entering Practicum

- All ASP students complete a Practicum Information Profile and submit a current resume **prior** to the start of the Summer Bridge courses. Upon receipt of the forms, the ASP practicum liaison will match a student with an approved agency.
- ASP students are matched with an appropriate internship based on their Internship Information Profile and identified areas of interest. Students arrange for and complete placement interview once they have been matched with an appropriate agency. Students submitting the placement paperwork late will delay the placement interview process.
- If an ASP student is not selected by the assigned agency where they were matched, the ASP practicum liaison will select another internship agency. Students will be given a maximum of 3 agencies to establish a match. If an agency match cannot be made after an additional 3 attempts, the student will be disqualified from the MSW program.

Use of Employment Agency as an Internship Site

Students who are employed in social service agencies may request that their agency be evaluated for suitability as an internship site for their **second year** of practicum. Regardless of the size of the agency and the availability of multiple geographic locations and/or programs, the agency can be utilized for a internship ***only*** for the second year of practicum if approved by the Director of Practicum Education.

Students who wish to request an evaluation of their agency of employment for use as an internship site must complete and submit the Proposal for Internship at Place of Employment Form. The proposal form will clearly describe and outline the distinct differentiation between employment activities and internship activities. The proposal form must be signed by the student, prospective agency practicum supervisor, current supervisor, and a representative of the agency administration. The form is available on the corresponding canvas page by MSW program cohort.

- The agency must be able to meet established criteria to assure the educational focus of internship, to provide new and challenging experiences to the student, and to maximize learning opportunities. In order to meet the requirements of an educationally based practicum experience, the agency must meet all of the following criteria:
    - The agency must be able to provide experiences for the students during internship hours that are significantly different from normal work activities and duties previously assigned.
    - There must be a qualified practicum supervisor available who is different from the line supervisor of the student. The practicum supervisor must possess an MSW from an accredited school of social work, have at least two years of post-Masters experience and must be a certified practicum supervisor. They must be available in the agency during the hours in which the student is in internship in the agency.
    - The agency must assure the availability of release time for the practicum supervisor to attend the practicum supervisor orientation and to provide necessary practicum instruction and supervision.
    - The student's internship experience must be with a different client population, program area or service area than that of the employment. The assignments and

cases proposed for internship shall be selected for educational focus, and coincide with the School of Social Work Urban Generalist Program requirements.

- Specific hours and/or blocks of time in keeping with the School's policies shall be designated as internship hours *(See "Requirement for Hours in Internship").* Assigned hours for internship must be completed in a different program area or unit of the agency, allowing for an actual physical separation of employment and internship activities.
- The Employment Agency as an Internship Site form outlining the criteria for the internship experience for the individual student will be completed with the assistance of the practicum liaison and signed by the student, prospective practicum supervisor, student's line supervisor and agency administrator. The practicum liaison reviews the proposed plan and submits the form to the Director of Practicum Education for final approval.
- Agency support of the plan at all appropriate levels will be evidenced by the signed proposal.
- The agency must agree not to alter the internship assignments designated in the internship agreement without consultation with and approval by the Director of Practicum Education.

G. Practicum Expectations

Ethical Standards and Obligations

In all its activities the School of Social Work is committed to upholding the ethical standards required of social workers in their relationships with clients, colleagues, co-workers, and members of the public. It is expected that all students, practicum supervisors, and faculty will abide by the *NASW Code of Ethics*. This includes engaging in ethical conduct and decision-making in accordance with the values, ethics and standards established for the profession of social work, as formalized in the *NASW Code of Ethics*. Violation of ethical standards may result in disciplinary action. Students are to learn the principles and responsibilities of the *NASW Code of Ethics* and have opportunities to apply them to practice in their internship. Part of professional social work training includes commitment to the *NASW Code of Ethics*, which states in part that social workers' primary goal is to help people in need and to address social problems.

Professional Conduct

Students must be able to:

- Act ethically in conformity with the law, agency and University standards, and social work values.
- Demonstrate professional demeanor in behavior, appearance, and communication.
- Demonstrate suitability for the profession and commitment to the profession's core values of service, social justice, honesty, and competence.
- Maintain constructive interpersonal relations with all University faculty and staff, agency representatives, fellow students, and other professional colleagues.
- Understand and adhere to the academic policies and procedures.
- Deal with conflict and disagreement in a respectful and forthright manner.

Essential Performance Expectations

- **Communication:** Students are expected to communicate effectively and respectfully with others orally and in writing in all communication modes.
- **Self-Awareness and Reflection:** Students are expected to increasingly self-monitor to assess their own suitability for professional practice, and engage in self-correction to change behavior that interferes with academic or professional performance.
- **Judgment:** Students are expected to apply sound professional and personal judgment and effectively attend to professional roles and boundaries.
- **Cross-Cultural Skills:** Students are expected to acquire progressively cross-cultural insight and awareness sufficient to successfully work in a wide variety of diverse groups and communities. Cross-cultural proficiency includes eliminating displays of personal bias and imposition of personal values on others, as well as approaching differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences.
- **Emotional Management and Coping:** Students are expected to discreetly handle any personal emotional distress in a manner that enables them to remain consistently engaged, attentive to duties, and professional in conduct and attitude.
- **Physical Abilities:** Students are expected to have sufficient physical and mental capacities, with or without accommodation, to meet the demands of a professional degree program, including concurrently attending classes and completing internships.

Basic Expectations of Internship

It is expected that students will be exposed to a variety of experiences, tasks and activities spanning a range of complexity during the internship. All students will receive exposure to the full range of social work practice intervention activities. The continuum of activities is listed on the Learning Agreement form to assist in the development of a comprehensive practicum experience. All agencies are expected to provide the broadest range of diversity in case assignments made to students.

Students will most likely have opportunities to be involved in long-term intervention activities due to the schedule of internship (16 hours/week in the first year; 20 hours/week in the second year; 24 hours/week for ASP students).

A detailed calendar will be distributed at the beginning the school-year that identifies time lines for various activities, including orientation, development of the Learning Agreement, completion of student performance evaluations, and termination.

The following minimum expectations are based on a typical internship situation. If circumstances related to agency difficulties or student performance make these minimum assignments and time lines impossible to complete, the practicum supervisor should contact the practicum liaison/seminar instructor immediately in order to address the issue.

a) Exposure to diversity in client population and administrative assignments, including cultural, ethnic, religious belief system, gender and socioeconomic class;

b) Exposure and experience with the full range of practice activities on the continuum of social work practice in either micro practice, (e.g., information and referral, networking, case management, comprehensive psychosocial assessments, diagnostic assessments,

treatment planning, crisis intervention, short-term therapy, long-term therapy and advocacy,) or macro practice, (e.g., community outreach, community organizing, program planning, program development, program evaluation, budget procedures, staff development, personnel policies and administration).

c) Opportunity to work with individuals and families and be a facilitator or co-facilitator in a group situation. This expectation is specifically identified for micro practice placements, but could be adapted to the macro focus in terms of interaction with individuals and groups, meetings, and community work.

d) Opportunity to collaborate with other agency staff and professionals.

e) Opportunity to collaborate with other community agencies.

f) Development of knowledge of the agency structure, mission and interdependence with the surrounding community.

g) Opportunity to participate in case conferences, including multidisciplinary conferences where available, or in multidisciplinary planning conferences and activities where applicable.

h) Each student shall receive a minimum of one hour of individual supervision from the practicum supervisor each week.

i) In the first-year of internship, a minimum of 50 percent of the time spent at internship over the course of the semester should be spent in direct micro and macro practice areas, including work with individuals, families and groups, telephone contacts, letter writing in relation to cases, and treatment planning meetings. The remainder of the internship hours will be spent in supervision, staff/agency meetings, documentation efforts, community agency interface, and practicum liaison and collaboration activities. Students should have a substantial macro practice experience to enable them to learn the range of skills integral to Social Work practice. Departures from this generic description of first-year internship will be considered on a case-by-case basis by the Director of Practicum Education.

j) In the second-year internship, students requesting a micro practice placement will spend a minimum of 50 percent of the time over the course of the semester in direct practice with individuals, families and groups. For those students requesting a primarily macro placement, a minimum of 50 percent of the time over the course of the semester will be spent in direct practice with groups, programs, organizations and communities.

Specific Expectations and Requirements of Practicum

First-Year Practicum Expectations:

Within the first month (of the fall semester), the student should receive a comprehensive orientation to the agency including organizational structure, mission, boundaries, funding auspices, staffing patterns, relationship to surrounding community, the role and fit of student interns into the agencies operation, an orientation to the specific program or service area where the student is completing internship hours, and develop a Learning Agreement.

Throughout the placement period, the student should be exposed to indirect service activities such as participation in agency and interagency meetings, outreach programs, community advocacy and community resources.

Throughout the placement period, the student should be exposed to a variety of experiences along the social work practice continuum, such as information and referral, case management, advocacy, collaboration, assessment, treatment planning, crisis intervention, short-term intervention, long-term intervention, community planning, and program development and evaluation.

The majority of students will see a large number of cases during their internship period depending on the type of agency and caseload activity.

Students should receive initial caseload assignments no later than the fifth week of placement. If caseload assignments cannot be made according to this timeframe, the practicum supervisor should contact the practicum liaison to discuss the circumstances, and plan for the assignment of cases.

Over the course of the internship period, the student should have involvement in the following assignments and activities:

- A minimum of 50 percent of internship hours must be spent in direct practice, including individuals, couples, family and group assignments.
- Completion of comprehensive biopsychosocial assessments.
- Assignment of at least two ongoing, long-term cases to be seen throughout the internship placement period, where possible.
- Participation in case conferences.
- Collaborative experiences with other members of the interdisciplinary or treatment team in the agency.
- Participation in a group experience is highly recommended. If a group experience is not available in the agency, the practicum supervisor may wish to consult with the practicum liaison about the possibilities of developing a group experience at a related facility within the local community, which could then be integrated into the total internship placement experience. Group experiences might include an educationally focused group, such as a parenting class, a therapeutically focused group, a socialization group, or a discussion group. Students should have an active role in the group and should not be just observers.
- Participation in a macro practice experience.
- Complete a total of 11 process recoding during the academic year (5 fall semester and 6 spring semester).
- Complete a self-evaluation for each semester.

Second-Year Practicum Expectations:

Students entering their final year of internship can engage in either micro or macro focused internships. Although the focus is primarily on advancing and strengthening micros skills, these skills may be applied within a broader macro context.

Micro Practice Focus

Second-year internship placements are expected to help the student build on the foundation of skills achieved during the first year. The student is expected to handle a larger volume of cases or assignments and is expected to develop increased insight and understanding of agency, client intervention. While internship experiences should include micro and macro service opportunities, the primary focus is on micro practice.

During the first month of internship, the student should receive a comprehensive orientation to the agency including organizational structure, mission, boundaries, funding auspices, staffing patterns, relationship to surrounding community, and the role and fit of student intern into the agency's operation. The student should also receive an orientation to the specific program or service area where the student is completing their internship hours.

Throughout the placement period, the student should be exposed to macro service activities such as participation in agency and interagency meetings, outreach programs, community advocacy, program development, program evaluation, and other appropriate learning opportunities.

Throughout the placement period, the student should be exposed to a variety of experiences along the social work practice continuum, with a focus on more advanced practice skill levels and the integration of theoretical material with practice methods and strategies.

The majority of students will see a large number of clients during their internship, depending on the type of agency and caseload activity.

Students should receive initial caseload assignments no later than the third week of placement. If caseload assignments cannot be made according to this timeframe, the practicum supervisor should contact the practicum liaison to discuss the circumstances.

Over the course of the second-year internship, the student should have involvement in the following assignments and activities:

- Fifty percent of internship hours must be spent in direct practice activities, including work with individuals, couples and families, and where available, and group work.
- Completion of comprehensive assessment and diagnostic evaluations.
- Assignment of at least two to three ongoing, long-term cases if possible.
- Assignment of a variety of cases requiring short-term intervention and activities.
- Participation in case conferences, including the presentation of a case to the conference group.
- Collaboration with other members of an interdisciplinary or treatment team in the agency. This might include co-therapy, collaboration on special needs, etc.
- Participation in a group experience as facilitator or co-facilitator.
- Participation in a macro practice experience.
- Complete one process recording per week in internship.

Educational Objectives of Internship

There are nine (9) core competencies that have been developed for the practicum curriculum through CSWE (Council on Social Work Education) and serve as the guiding educational objectives for practicum education:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Comprehensive Skills Evaluation, which is used as the final evaluation tool at the end of each semester, identifies specific skills for each of these nine (9) areas.

Emphasis in the first year is placed upon developing the foundation of appropriate social work practice skills. During the second year, the student is expected to develop increased insight and depth of understanding of agency and client systems and may focus on micro practice or macro social work practice.

H. Development of the Learning Agreement

Each student and their practicum supervisor will develop a Learning Agreement during the first few weeks of the fall semester. The student completes the Learning Agreement document with their practicum supervisor's guidance and approval. The purpose of the Learning Agreement is to identify individual student learning objectives and internship experiences. The objectives will be evaluated based on the Comprehensive Skills Evaluation. The Learning Agreement addresses the 9 learning areas/CSWE competencies and develops specific educational activities and experiences to achieve a level of competence in each of the skill areas. The identified educational activities (practicum experiences) become the tasks, which provide opportunity to practice a particular concept or skill. Integrated Learning Agreement (ILA) identifies individual student learning objectives and internship experiences.

The activities for each CSWE Competency should be measurable and achievable based on learning opportunities in placement. The practicum supervisor uses activities to evaluate students' progress at the end of each semester when preparing the Comprehensive Skills Evaluation submitted to practicum liaison. When selecting educational activities, there are several useful guidelines to consider:

- What is the purpose of the activity? Will it give the student the opportunity to practice the particular concept or skill listed in the objective?
- Does the activity allow the student to build upon previously attained skills, knowledge and experience?
- Does the activity challenge the student's interest and provide satisfaction in carrying it out?
- Is there opportunity for both observational and participatory involvement?
- Does the activity provide the opportunity for movement to more independent performance?
- Is the activity feasible? Are there adequate resources to assure its completion?
- Does the activity allow for measurement of the skill (is it quantifiable?)

Each educational activity identified in the Learning Agreement should have a time line for accomplishment of the activity. The Learning Agreement thus becomes a clear document describing the learning focus of the student and the resources and experiences the agency will provide. The Agreement can be modified and/or amended as objectives are achieved, new needs emerge, or additional internship learning experiences become available.

The learning agreement also serves as part of the basis for the mid-year and final evaluation, where the progress or achievement in each of the learning areas and individually developed educational activities (internship experiences) is transferred to the comprehensive evaluation.

I. Educationally-Based Process Recording Requirements

The use of recording as a teaching and learning tool in the practicum experience is a requirement of the School of Social Work. The most common type of recording is the process recording: a written account of the interaction between the student and the client(s). The process recording allows for an account of the actual content during an client interview session, as well as the dynamic interaction. Process recordings should also include a clear purpose statement of the interview, the student's impressions and assessment of the interview, and plans for the next session. Other types of educationally-based recordings include: summary recording, group recording, and recording of meetings.

Educationally-based recording has a significant value for the student's professional learning and growth. It helps the student rethink the interview process, remember interventions and integrate theoretical and practice materials in preparation for supervisory conferences, and further learning of practice skills.

Practicum supervisors and students are encouraged to use other teaching and learning tools, such as audiotapes, videotapes, observed interviews and one-way mirrors in conjunction with written recordings. The practicum liaison/seminar instructor will review the recordings during the scheduled agency site visits, and will require that examples are brought to practicum seminar. The confidentiality of the client information will be preserved at all times.

Students are also responsible for any recording/documentation required by the agency for its own records and files. Please note that we stress and encourage the use of the verbatim process recording log as it provides more dynamic feedback and opportunities to challenge students to identify and process their feelings as well as their clients.

For Advanced Year (2nd year practicum) students placed in an identified Macro placement, there is an identified macro process recording log as well as an approved macro process recording tool.

A Process Recording Log will be completed by the student and signed by the practicum supervisor. All Process recordings must be completed and accounted for by the end of each semester. Students will submit the completed and signed Process Recording Log to the practicum liaison/seminar instructor at the end of the semester. Incomplete logs may result in the student not passing practicum for that semester.

J. Integration of Practicum and Classroom Learning

The integration of theoretical and conceptual material taught in the classroom with the application of social work practice skills in practicum is of critical importance in the educational experience. A variety of opportunities for integration of these areas have been developed.

The practicum seminar is designed to provide a longitudinal integrative experience for students, corresponding to beginnings, middles and endings within each individual internship period, and the total MSW program. The goals and objectives of the practicum seminar focus on: enabling students to achieve integration of classroom learning with direct experiences at internship; enabling students to examine and integrate personal and professional values; and helping students understand their personal selves as participants in professional roles.

The guidelines for practicum experience assignments and caseload expectations have been developed to complement the academic curriculum and course assignments, and to highlight the anticipated differences in skill level between first-year and second-year practicum seminar. These guidelines enhance the integration of classroom and internship learning. It is expected that practicum experiences be related to coursework.

Orientation meetings are held each year for all practicum supervisors. These orientation meetings provide an opportunity to meet faculty members, to hear about the activities of the School of Social Work, and to network together with other practicum supervisors and social work educators.

Practicum supervisors are encouraged to request that their students bring copies of the course outlines and reading requirements for each course at the beginning of each semester. This allows the practicum supervisor to pace learning experiences to classroom content, and to assist the student in integrating their practice activities with their academic learning.

Practicum liaisons meet to review the course content and assignments as well as to discuss class/internship integration issues. Information from these meetings and discussions are shared with practicum supervisors and students.

K. Integrative Seminar

Attendance and participation in the Integrative Seminar are mandatory for all graduate students. First-year students meet for 2.5 hours weekly. Second-year students meet for 2.5 hours every other week.

Foundation (1st) Year MSW practicum seminar (SW 5950A fall and SW 5950B spring) is taken concurrently with internship and practice courses. Students must be enrolled in practicum seminar while they are completing internship hours. Students cannot be in practicum seminar unless they are assigned to an agency for internship. This course is designed to provide an opportunity for discussion and critical analysis of students' internship experiences, with a major emphasis on the understanding of the ethical and value base of the profession, and to sensitize students to a cross-cultural perspective. In addition, the course serves to integrate material learned in academic class work.

Foundation year practicum seminar students are developing a basic understanding of the social work profession, including values, ethics, social work roles, key theoretical and practice concepts, the use of self and the integration of personal and professional values.

Advanced (2nd) Year MSW integrative practicum seminar (SW 5950C fall and SW 5950D spring) is taken concurrently with practice courses and internship. Students must be enrolled in practicum seminar while they are completing internship hours. Students cannot be in practicum seminar unless they are assigned to an agency for internship. This course is designed to provide an opportunity for advanced discussion and critical analysis of students' internship experiences. Advanced integrative seminar students are furthering their understanding of the social work

profession including values, ethics, social work roles, key theoretical and practice concepts, use of self, integration of personal and professional values, and sensitivity to a cross-cultural perspective.

The internship and advanced seminar are taken concurrently so that students can integrate concepts and skills learned in seminar and academic courses into internship practice. The internship and advanced seminar work together to ultimately produce a reflective, self-evaluating, ethically minded, culturally aware, knowledgeable, and well-rounded professional social worker.

If the seminar instructor determines that there are problems with attendance, timeliness, participation or conduct, the same procedures outlined in the Resolution of Problems in Practicum shall be applied.

L. Policies and Procedures

Requirement for Hours at Internship

Each student shall complete the specified number of internship hours—outlined below, during the course of the MSW program. These hours must be completed in two different social work agencies.

First Year (Foundation) Internship: 16 hours per week for the academic year.

- Fall: 224 hours
- Spring: 256 hours
- Total: 480 hours

Second Year (Advanced) Internship: 20 hours per week for the academic year.

- Fall: 280 hours
- Spring: 320 hours
- Total: 600 hours

Advanced Standing Program (ASP) Internship:24 hours per week for the academic year.

- Fall: 336
- Spring: 384
- Total: 720

The ongoing completion of internship hours will be monitored throughout the academic year by students, practicum supervisors and practicum liaisons. Students may not "bank" hours and complete internship prior to the end of the practicum period. Each student is responsible for recording their weekly internship hours on their Timesheet and ensuring that their practicum supervisor signs off each week, verifying that the student completed the reported weekly hours. Internship hours are scheduled during an agency's regular hours of operation, usually between 8:00 AM to 5:00 PM, Monday through Friday. Occasionally, approved agencies operate during early evening hours. The appropriate supervision must be available during all hours the student is present at the placement site. The completed timesheet is submitted, along with the completed Comprehensive Skills Evaluations and Process Recording Log at the end of each semester.

For the best possible learning experience, it is recommended that students in the first year of placement spend two eight-hour days at the internship. In the second year of placement, it is recommended students allow two eight-hour days and one half day for internship. Students are expected to arrange their schedules to accommodate practicum instruction and consult with the practicum liaison regarding the proposed plan.

Students are expected to adhere to the University and practicum calendar for all practicum activities, including beginning and ending dates of internship and identified winter and spring break periods.

Students are not required to be at internship on University holidays, unless otherwise agreed by both the agency and student or if required by the agency. University holidays are indicated on the practicum education calendar. The following is a breakdown of university holidays for each semester:

Fall University Holidays: Labor Day (9/1/2025); Veteran's Day (11/11/2025); Fall Recess (11/24/25 –11/26/25); Thanksgiving Holiday (11/27/25 –11/29/25); Winter Break (12/15/25-1/4/26).

Spring University holidays: Martin Luther King Day (1/19/26); Spring Break (3/30/26-4/3/26); Cesar Chavez Day (3/31/26).

Students are responsible for discussing breaks with their agencies and informing the practicum liaison if they are required to be in placement during any break. If an internship day falls on a holiday observed by the agency, which is not observed by the University, the student must make up the missed hours.

Students are expected to maintain continuity of service for their clients during university break periods (Fall recess, winter and spring breaks). Students should discuss break periods with their practicum supervisor early in the semester. The scheduling of client contact during a break must be negotiated with the practicum supervisor and the student. Hours to be completed during the breaks must be planned ahead with the practicum supervisor and practicum liaison. If a student will be in placement during any break, the student is to submit a written plan to the practicum supervisor and practicum liaison for approval. Students may not end practicum early because of hours accumulated at an agency during any break.

Under no circumstances will a student be allowed to receive credit for prior life experience. Academic credit for life experience and previous work experience is not substituted for coursework within the curriculum or for internship.

Students are provided a Timesheet that is to be used to document their hours at internship in the social work agency. The Timesheet is completed by the student and signed by the practicum supervisor. Timesheets are due at the end of the semester to the practicum liaison. If a student does not submit a Timesheet to the practicum liaison that indicates all hours have been completed, the student may not pass practicum. If the student has extenuating circumstances (as outlined below), a plan may be put in place and the student may receive an Incomplete grade for practicum seminar. An extension to complete internship hours may not be an option for students in the 2nd year of practicum in the Spring semester.

Time and Attendance

Attendance in internship is an indicator of professional behavior. Students are expected to respect the agency's policies and procedures as if they are an employee. If a student is not going to be at internship on the agreed upon schedule due to illness or unexpected barriers the

practicum supervisor should be notified immediately. Practicum supervisors are encouraged to notify the practicum liaison immediately if there are questions or concerns surrounding the attendance or overall participation of the student in the internship.

The practicum department is not able to change any prior agreements made between the student and the agency if the student agreed in writing to a schedule by the agency. i.e., the student agrees to work during winter or spring breaks - students are expected to maintain professional conduct under these agreements.

There are no sick or personal days. All full or partial day absences must be made up. Lack of attendance or a record of tardiness to internship will warrant a consultation with the practicum liaison. The outcome may result in a performance improvement contract, an administrative probation contract and/or, termination from the internship. Emergency situations that require an absence from internship must be immediately communicated to the practicum supervisor. In the case of an unanticipated absence (illness or emergency), the student shall notify the practicum supervisor immediately of the circumstances. Scheduling of make-up hours should be completed as quickly as possible after the absence. Failure to notify the practicum supervisor could result in discontinuance of the student at the internship site and will affect the student's grade. The student must notify the practicum liaison regarding any extended absence. If a leave of absence is taken, the student needs to discuss a return plan with the MSW Program Coordinator and Director of Practicum Education. Please note: the leave of absence must be approved by the Director of the School of Social Work.

Any hours for training and/or orientation required by the social work agency prior to the start of the semester cannot be banked or counted towards the required internship hours. Students may not bank hours to end internship early. Practicum supervisors and students must adhere to the start and end dates of internship as indicated in the practicum calendar regardless of any excess hours earned each semester. Some agencies also require students to continue during the winter and spring breaks. The agency, student, and the practicum liaison must have a discussion and pre-approve this schedule early in the academic year. This may be noted in the Learning Agreement.

Grading Policies for Internship and Practicum Seminar

The determination of the grade for practicum is made by the practicum liaison based on student performance in the agency as well as performance in the classroom through participation and completion of assignments. Performance at internship is reflected in the written evaluation by the practicum supervisor and any meetings with practicum supervisor, student and practicum liaison. Additionally, the practicum liaison will include a student's performance and conduct in seminar (students are expected to conform to the University's standards of conduct and to the NASW Code of Ethics). Failure to perform satisfactorily may result in a low grade. Performance in the classroom will be assessed through the student's participation in class and submittal of assignments as outlined on the syllabus.

Student performance at internship is documented on the Comprehensive Skills Evaluation at the end of the semester. The practicum liaison will determine the letter grade earned by the student and/or the need for Incomplete grade. (Please see M. Evaluation of Student Performance In Practicum.)

An INCOMPLETE (*I*) grade recommendation for internship on the comprehensive skills evaluation signifies that a portion of the required internship hours has not been completed within

the semester timeframe due to illness and/or extenuating circumstances (that you have discussed with your assigned practicum liaison and practicum supervisor) and that there is still a possibility of earning a grade for the course.

If a grade of INCOMPLETE is given for internship, the remaining hours must be completed prior to the next semester of practicum, as each semester is a prerequisite for the subsequent semester. The INCOMPLETE grade form, prepared by the practicum liaison and signed by the Director of the School of Social Work, will indicate the timeframe for completion to receive a grade.

Students must earn a grade of B or higher. Anything below (in practicum) in practicum seminar means that a student will not be allowed to continue in the program, as successful completion of practicum is a requirement for continuation in the MSW program. Practicum may not be repeated; exceptions are rarely made and only with the written approval of the Director of Practicum Education and the Director of the School of Social Work (See section on "Sequencing in Practicum").

Students are expected to maintain an overall grade point average of 3.0 (B) throughout the course of the MSW program. They are also expected to maintain a 3.0 (B) average in practicum seminar.

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 practicum liaison as needing improvement. The student also has an unfulfilled practicum performance contact and/or administrative probation contract. 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 student performance contract and/or administrative contract). However, the student needs to demonstrate significant improvement in the following semester to successfully pass practicum and continue on the program.

Criminal Clearance

Criminal record clearances are required by most internship sites. Fingerprints/Live Scan clearance is required by most agencies that employ professional social workers. Criminal clearance is also required by the CA Title IV-E, DCFS Child Welfare Stipend, and other available stipends and the programs for student recipients of these stipends. If the School cannot locate an internship for a student due to a criminal record, the student will not be able to complete the requirements for the MSW degree. The student will meet with the Director of Practicum Education and the MSW Program Coordinator to discuss available options, which may include dismissal from the program.

Work Action/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 of the student's educational experience rather than the merits of any given strike or work action is of primary consideration. It is the School'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 internship 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 as a placement depending on reassessment of the agency and its ability to meet the learning and educational expectations of the School. This assessment will be completed by a practicum liaison.

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

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 School and will suffer no academic consequences.

The mandated internship hours missed during the work action/strike period must be made up by the student during the regular semester and break periods, and before the next academic semester of practicum begins. 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.

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 can be sure that the educational integrity of the internship site can be 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 practicum liaison who will verify the agency's ability to provide appropriate supervision and educational experiences.

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 practicum liaison in order to assure that the student continuing internship in the agency is receiving an educationally appropriate experience. If it is found that the agency is not able to continue to meet the educational requirements of the School, 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.

It is the responsibility of the student to review and fully understand these policies and procedures, consult with their practicum supervisor and practicum liaison when beginning to make the decision to remain or not to remain at the internship site during the work action or strike. The practicum liaison will meet with students who are confronted with a potential or actual strike situation to assist the student in developing a clear understanding of the relevant issues regarding the strike and an understanding of the implications of the strike for the student's practicum education experience.

Jury Duty

Students do not receive credit for internship if on jury duty; therefore, they are encouraged to request a deferment when possible. By request, the School of Social Work can provide a letter to the court confirming the student's enrollment in the MSW program. Students should request the letter, at minimum, two weeks prior to jury duty, to allow processing time. Any time missed from internship must be made up.

Lobby Days

Students are highly encouraged to attend Lobby Days in the Spring Semester, as the experience is an integral part of social work education. Students who plan to attend Lobby Days must be in good standing both academically and in their internship. Students are responsible for arranging the time off with their internship agencies. Although internship credit is not automatically granted for attending the event, students may approach their practicum supervisor to negotiate internship hours credit. It is the student's responsibility to communicate with the practicum supervisor and the practicum liaison in advance of any missed internship time to participate in Lobby Days.

Travel and Travel Expenses

The University does not assume responsibility for student travel expenses or any claims arising from the use of an automobile by the student in the completion of practicum activities.

Students are not allowed to transport clients in their personal vehicles. Any questions regarding this issue should be discussed with practicum supervisor and practicum liaison. The student is responsible for adequate automobile insurance coverage and any necessary notification to their insurance carrier.

Agencies requiring extensive travel activities may reimburse for mileage accumulated during the placement hours. Mileage reimbursement is not required of the agency and for those agencies that do provide reimbursement; students must follow the agency's policies and protocols regarding mileage reimbursement. This may include submitting a travel log.

Confidentiality

1. Students shall adhere to all policies and procedures regarding confidentiality of all client and agency issues (this includes areas such as client confidentiality, professional ethics, client rights policies, and agency rights of the internship agency in which students are placed).
2. Students are responsible for paying special attention to the protection of client confidentiality and right to privacy as well as agency confidentiality and right to privacy. Any case material which is used for educational or instructional purposes must be completely disguised so that total anonymity of the client is assured. Any agency materials or information used for professional, personal or educational purposes must be cleared by the practicum supervisor.
3. Students are responsible for becoming operationally knowledgeable with the National Association of Social Workers' Code of Ethics and abiding by these principles and values.
4. Violations of confidentiality or other ethical or professional principles outlined in the NASW Code of Ethics may result in the student's termination from internship as well as a possible recommendation for termination from the MSW program.
5. Students are expected to adhere to social work values and ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice

settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. The professional self you develop that is guided by social work values and ethical standards extends beyond the social work agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools.

Students are also expected to adhere to the guiding principle of "Do No Harm" in relation to the well-being of fellow students, agency personnel, clients and the communities in which they work and serve in internships. Students should recognize that digital and internet-based social networks and communications are not necessarily private and may cause boundary confusion and inappropriate dual relationships. They should take steps to prevent client access to their online social networks.

Students who use online and digital tools should be aware of how their communications, messages, and postings may be perceived by clients, colleagues, faculty, administrators, and members of the general public. They should take steps to prevent any online or digital communications or postings that are unethical for a professional social worker. It is important to consider how to be connected within the context of social media while protecting yourself, your internship site, your clients, the School of Social Work, and the profession.

M. Evaluation of Student Performance at Internship

Written evaluations are completed by the practicum supervisor and are required twice during the internship period, at the end of each academic semester. Practicum supervisors will be provided with due dates for each evaluation period. (Please refer to Practicum Master Calendar).

The evaluation of student performance at internship is a continuous process and involves mutual participation and contribution by the student, the practicum supervisor, and the practicum liaison. It is the responsibility of the practicum supervisor to determine to what degree the student has met the criteria established for internship performance, based in part on the Learning Agreement that is negotiated at the beginning of the fall semester. Final responsibility for the recording of a grade rests with the practicum liaison.

The format for the evaluations is a combination skills checklist and narrative report. For first-year students, practicum supervisors will submit a written Comprehensive Skills Evaluation by the end of the Fall semester. The Comprehensive Skills Evaluation identifies basic core competencies in each of the nine learning areas. The Learning Agreement, which is developed by the student, practicum supervisor and practicum liaison during the beginning weeks of internship, identifies the learning activities of the student in internship.

The written Learning Agreement serves, in part, as the basis for on-going internship evaluation. Corresponding skills in the Comprehensive Skills Evaluation are rated according to the established rating criteria. The narrative portion of the evaluation provides an opportunity for the practicum supervisor to make general comments and recommendations about skill achievement or deficiencies in each of the ten learning areas.

During the Fall and Spring semesters, the practicum liaison will schedule a site visit with the practicum supervisor and the student. This is an opportunity for all parties to discuss the progress of the student's learning and skill acquisition at internship. At least one site visit is required to be done in-person or virtually. The second site visit may be done by phone or e-mail check in. CA Title IV-E and DCFS Stipend students require two (2) in-person/virtual site visits. The information obtained from these site visits will be used in providing a grade for the Comprehensive Skills Evaluation as well as the Professional Use of Self.

Satisfactory performance on the Comprehensive Skills Evaluation along with satisfactory performance in class is required to pass the Integrative Practicum Seminar.

Credit for the Comprehensive Skills Evaluation will be based on a few factors.

1) The practicum supervisor must complete the evaluation.
2) The practicum instructor/seminar instructor must review the evaluation and determine if the student receives credit as indicated on the Comprehensive Skills Evaluation.

How 'Credit' is determined:

- The student's overall performance towards meeting the 9 CSWE core competencies will be assessed. Student performance in internship is outlined in the comprehensive skills evaluation (including how student was rated on evaluation by practicum supervisor). Ratings on the 9 CSWE core competencies will influence a student's grade for the Comprehensive Skills Evaluation as will a performance improvement contract or an administrative probation contract.
    - Ratings in the Fall semester should be at levels 2-3
    - Ratings in the Spring semester should be at levels 2-4
    - Ratings at 0-1 in either semester should have an explanation by the practicum supervisor and the seminar instructor should be contacted prior to the submittal of the evaluation.

      Summary comments under each competency
    - Comments are **required** when using 0-1**.** If a student is rated 4 in the Fall semester, the practicum supervisor is required to provide a detailed explanation and examples of how you have consistently demonstrated a **"**high level of skill development" AND "exceeded expectations" in the rating area. It is the student's responsibility to ensure explanations are provided for 0-1 and 4 (in the Fall semester) ratings.
      Summary assessment at the end of the evaluation
    - Your practicum supervisor should comment on areas that need work, as well as on strengths. It is essential for both the student and the school to have this section completed.

- Any meetings with the practicum supervisor, student and seminar instructor, including site visits, email and phone correspondence.
- If the student has a Practicum Performance Correction Notice or Administrative Probation contract, it will impact the student's grade on the Comprehensive Skills Evaluation **and** the grade for the seminar course.

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 have 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. Please attend to deadlines and plan accordingly.

In-Progress Grade

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, a recommendation of In-Progress cannot be given for the Spring 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 Probation Contract). A student may receive a grade of No Credit on the Comprehensive Skills Evaluation if they do not successfully meet the goals outlined on the Practicum Correction Notice and/or Administrative Probation 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. It is hoped that the agency will allow the student an opportunity for learning and growth, however the University cannot mandate this. Depending on the circumstances, a student may be offered an opportunity to interview at another agency. This will depend on a few factors, for example, time left in the semester, issues that caused the dismissal, etc. and is not guaranteed. The student ***may*** be placed on a Practicum Performance Correction Notice/Administrative Probation Contract 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/Administrative Probation Contract, 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 may receive a grade of **NO CREDIT on the Comprehensive Skill Evaluation** indicating that the student has failed to meet minimum performance standards. The student will be referred to the MSW Program Director. (Please see Practicum Manual for more information.)

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 next steps. Please see Practicum Manual for more information.

No Credit

A grade of No Credit is given on the Comprehensive Skills Evaluation IF:

- A student has 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 timeframe).
- A student has received a grade of In Progress AND has not fulfilled the requirements to receive a grade for the Fall semester (e.g., did not meet the goals outlined on the Practicum Performance Correction Notice and/or Administrative Probation Contract.)
- A student has been dismissed from the agency and it is determined that they will not be able to continue in practicum (internship and 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 MSW Program Director.

***Please note: if a student receives a grade of No Credit on the Comprehensive Skills Evaluation, they will not receive a passing grade in the Integrative Practicum Seminar course.**

Other criteria for submitting the Comprehensive Skills Evaluation:

It must have:

- On the signature page, the practicum supervisor has indicated the number of internship hours the student has completed for the semester.
- The practicum supervisor has completed scores for all learning objectives for each of the 9 core competencies.
- The practicum supervisor has written a summary assessment of the student's strengths and areas needing further development.
- The practicum supervisor, student and preceptor (if applicable) have signed the correct section of the comprehensive skills evaluation signature page.

N. Resolution of Problems at Internship

The School of Social Work is strongly committed to helping students maximize their learning opportunities and experiences in an educational internship. Potential problems and demonstrated difficulties, both personal and educational in nature, should be identified and acted upon as early as possible to allow resolution and/or corrective action as necessary. Every effort is made to assure that the student's rights to due process are protected as well as assuring the appropriate protections to agency and client interests.

When a problem arises at the internship agency, early intervention is essential. Problems may be related to agency issues or student performance. Agency issues 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. These situations are handled by the practicum liaison, with consultation from the Director of Practicum Education who makes the final decision to move a student to a different placement setting. The selection of the new placement site will be guided by the practicum liaison's recommendations, availability of sites, and the learning needs of the student. The student will be given the opportunity to successfully complete internship at a maximum of **two (2)** placement sites.

Step by Step Problem Solving with students:

It is important for practicum supervisors to create a documentation system for all student interns that identifies and addresses issues that arise at the first sign. This will allow practicum supervisors to track observed patterns in the student's performance and help in the overall evaluation process at the end of each semester.

By documenting any concerns and issues, it is equally important to allow the student time for corrective action and for resolution. This may be done by assessing the student's progress (within 2 weeks) with continued documentation. At this point, the practicum supervisor, with consultation from the assigned practicum liaison, may make a determination if the issue/concern is resolved.

Possible outcomes:

1. Identified problems are resolved and placement continues.

2. Identified problem continues and a formal conference is scheduled with the student, practicum supervisor and practicum liaison, and the following tasks are completed:

- Review identified problems and obstacles to resolution. At this meeting, all parties involved should have an opportunity to review evidence of the student's work in the placement agency, including recordings, feedback from preceptors and further case documentation, as available.
- During the conference, a Practicum Performance Correction Notice will be developed, including a clear statement of the 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.
- The contract is signed by all participants, and everyone receives a signed copy of the contract. This signifies agreement by all three parties to the content and conditions contained in the contract. A copy of the contract is also sent to the student's Faculty Advisor.
- If the student refuses to sign the Practicum Performance Correction Notice, the student is terminated from the placement and will not earn a passing grade in practicum on the Comprehensive Skills Evaluation.

Possible outcomes following a student performance contract:

- Student follows through with remediation plan resulting in satisfactory completion of contract within the specified time frame. At this point the performance contract is considered complete and becomes a part of the student's practicum file.
- Student follows through with remediation plan but does not satisfactorily complete terms of the contract. However, practicum supervisor and practicum liaison agree through evaluation of the student's progress that sufficient progress has been made towards resolution, warranting an extension of the time frame for the contract.
    - Extensions are made as an addendum to the contract and are finalized with the student, practicum supervisor, and practicum liaison, specifying a time frame for completion of the extension and an evaluation meeting date.

- Extenuating circumstances may result in student being reassigned to a new internship agency. The practicum liaison in consultation with the Director of Practicum Education will decide if a reassignment is appropriate. At the time of reassignment, the new practicum supervisor will be informed about the student's strengths and areas needing improvement and the circumstances necessitating the reassignment. The new practicum supervisor receives a copy of the Performance Contract. The contract will remain in force at the new agency.

- A student may need to complete additional hours at internship when reassignment occurs to provide the necessary orientation and integration to the new agency setting and provide a base for evaluating the student's performance.

  Students who must be reassigned to another agency due to issues related to student performance will be given only one (1) other internship opportunity.

Administrative Probation Contract

When the student does not meet the conditions of the performance contract within the specified time frames (this includes inability to comply with extension of timeframes); an administrative probation contract will be developed and applied.

An administrative contract essentially acts as a final written warning and opportunity for the student to satisfactorily meet the conditions of the binding contract within the specified time frame. Failure to comply and meet the conditions outlined in the administrative probation contract will lead to termination from the internship site, and will not earn a passing grade in practicum seminar.

Once the student has exhausted these steps, the student can access the school-wide grievance procedure, outlined in the CSULA catalogue.

If students believe that they have been treated unfairly, students may follow grievance procedures outlined in the MSW Graduate Handbook.

Student performance issues may arise due to their lack of demonstrated progress in practice areas as stated in the 9 Core Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 3: Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Termination from Practicum/Internship

Termination from internship with a grade of NO CREDIT on the Comprehensive Skills Evaluation means termination from the MSW program, since a passing grade for internship is a requirement for continuation in the program. Students who do not pass internship will be disqualified from the program. A student who has received a grade of NO CREDIT may

reapply to the MSW program after one year and will be expected to demonstrate progress in those areas that were factors in the assignment of the NO CREDIT grade.

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

Educational Leave

If a student is experiencing issues that are impacting their ability to successfully meet the requirements of the MSW program that become evident in the early weeks of the internship, 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 MSW advisor who will explain the process and discuss any available options. https://www.calstatela.edu/registrar

Immediate Removal from Practicum/Internship

A student will be removed from the internship immediately if they are found responsible for any of the following:

- 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 practicum supervisor in the case of absence or extended absence with no notification or prior approval by practicum supervisor and/or practicum liaison); or
- Other significant professional issues or ethical concerns, (i.e., dual relationships with clients, lying, or false misrepresentation of facts).

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

Appeal

If a student wishes to appeal the termination decision, the School's Director will appoint a Performance Committee to address the student's performance or grievances, as needed. In either case, the Committee will consist of tenure-track faculty and full-time practicum faculty. The purpose of the Committee is to review whether the responsibilities of the student, practicum liaison, agency and practicum supervisor have been met or breached. The Committee will then

make a decision regarding termination, no termination or remedial action. The Director of the School of Social Work will implement the Committee's decision with written notice to the student.

Practicum Education Advisory Board

The Practicum Education Advisory Board is made up of members of the practicum education faculty of the School of Social Work, California State University, Los Angeles and representatives of community agencies providing social work services. The Director of Practicum Education chairs this committee.

The Board provides expertise in areas of practicum education content and gives feedback on policy and procedure.

Appendices

Appendix A

Orientation Checklist

Student Name: _____

California State University, Los Angeles
SCHOOL OF SOCIAL WORK
Orientation Checklist for Social Work Interns

The following items have been reviewed:

Agency Overview
___ Review Agency Vision and Mission/Purpose Statement
___ Tour of agency
___ Introductions to colleagues, support staff, and administration
___ Review organizational structure
___ Review the role of the agency in relation to the community and its resources
___ Review security and/or safety procedures and protocol

Agency Policies and Procedures
___ Review office procedures, supplies, and provisions
___ Review telephone and communication/computer utilization
___ Review intake/admissions/eligibility policy and procedures
___ Review internal communication
___ Review parking details
___ Review mileage policy
___ Review agency, department, and/or unit meeting schedule
___ Review client record/charting policies and procedures
___ Review forms for documentation/accountability
___ Review regulations regarding confidentiality, release of information, etc.
___ Review client fee/payment schedule
___ Review client emergency protocol
___ Review child or elder abuse reporting protocol
___ Review work schedule, including lunch and breaks
___ Review information/referral policy
___ Review agency policy regarding harassment
___ Review agency policy regarding discrimination
___ Review agency policy regarding the Americans with Disabilities Act
___ Review agency policy regarding OSHA

Practicum supervisor/Student Responsibilities
___ Review expectations for supervision and schedule
___ Review educationally based recording schedule
___ Review use of preceptor (if applicable)
___ Review plan for diversity/multi-cultural experiences
___ Review plan for monitoring of student hours (by both practicum supervisor and student)
___ Review agency training or staff development opportunities
___ Review student's personal safety issues and concerns, and strategies to deal with them

Integration of Practicum and Coursework
___ Provide practicum supervisor with all course syllabi
___ Review all syllabi with practicum supervisor

_____ _____ _____
Student Signature Practicum supervisor Signature Date

Appendix

B

Foundation (First) Year Documents Available via Practicum Seminar Instructor

Appendix B1

Learning Agreement Foundation (First) Year

The learning agreement will be available via IPT (Intern Placement Tracking).

Appendix

B2

Comprehensive Skills Evaluation Foundation (First) Year

Fall/Spring Semesters

The comprehensive skills evaluation will be available via IPT (Intern Placement Tracking)

Appendix

B3

Process Recording Log For Foundation (First) Year and Advanced (Second) Year of Practicum

An Electronic version of this evaluation tool will be provided by the practicum seminar instructor.

CSULA School of Social Work
MSW 1st and 2nd Year Process Recording Log

There are a minimum of 5 Process Recordings due in the Fall Semester and a minimum of 6 due in the Spring Semester. Students may use either a meeting (M) or group (G) recording format for no more than 2 of the process recordings for the Fall and Spring semesters. The verbatim (Process Recording C) must be used for the others and is required. In general, process recordings are considered to be homework. Some agencies may give you some time to complete them during your internship hours and others may not. Students should plan with their practicum supervisor when Process Recordings are due throughout the semester. Practicum supervisors have the option to request more than what is required by CSULA. Please use DocuSign to obtain your practicum supervisor's signature for each process recording submitted. Students may use DocuSign for their signature.

FALL Semester:

Students should begin process recordings Week 5 of the Fall Semester.

#	Case Initials or Pseudo-name	Date Submitted	Check (✓) Format*			Practicum supervisor's Signature (Please sign each line.)
			V	M	G	
1						
2						
3						
4						
5						

Student Name **Student Signature**

SPRING Semester:

#	Case Initials or Pseudo-name	Date Submitted	Check (✓) Format* V Only	Practicum supervisor's Signature (Please sign each line.)
1				
2				
3				
4				
5				
6				

Student Name **Student Signature**

Appendix

B4

Macro Process Recording Log for Advanced (Second) Year of Practicum Placed at a Macro Placement Only

An Electronic version of this evaluation tool will be provided by the practicum seminar instructor.

CSULA School of Social Work

Macro Process Recording Log

MSW 2nd Year

There is a minimum of 5 Process Recordings due in the Fall Semester and a minimum of 6 due in the Spring Semester. Students may use either the Macro Process Recording for Meetings, Projects or Group for no more than 2 of the process recordings for the Fall and Spring semesters. The Macro Verbatim Process Recording must be used for the others and is required. In general, process recordings are considered to be homework. Some agencies may give you some time to complete them during your internship hours and others may not. Students should plan with their practicum supervisor when Process Recordings are due throughout the semester. Practicum supervisors have the option to request more than what is required by CSULA. Please use DocuSign to obtain your practicum supervisor's signature for each process recording submitted. Students may use DocuSign for their signature.

FALL Semester:

Students should begin process recordings Week 5 of the Fall Semester.

#	Project or Meeting Name or Title	Date Submitted	Check (✓) Format		Practicum supervisor's Signature
			Verbatim	Meeting/ Group/ Project	
1					
2					
3					
4					
5					

Student Name **Student Signature**

SPRING Semester:

#	Project or Meeting Name or Title	Date Submitted	Check (✓) Format*		Practicum supervisor's Signature
			Verbatim	Meeting/ Group/ Project	
1					
2					
3					
4					
5					
6					

Student Name **Student Signature**

Appendix B5: Timesheet For Foundation (First) Year and Advanced Year (2nd) of Practicum

Appendix

B5

Timesheet For Foundation (First) Year and Advanced Year (2nd) of Practicum

An Electronic version of this evaluation tool will be provided by the practicum seminar instructor.

California State University, Los Angeles

Internship Student Time Sheets

Student's Name: _____

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

Revised: 5/08

Appendix C

Advanced (Second) Year Documents

Appendix C1

Learning Agreement Advanced (Second) Year

The learning agreement will be available via IPT (Intern Placement Tracking)

Appendix C2

Advanced (2nd) Year Evaluation

For Fall/Spring Semesters

The advanced year evaluation will be available vis IPT (Intern Placement Tracking)

Appendix C3

Process Recording

An Electronic version of this evaluation tool will be provided by the practicum seminar instructor.

California State University, Los Angeles
School of Social Work

Educationally Based
Process Recordings

The use of recordings as a teaching and learning tool in the internship 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 of the interaction.

The written reconstruction of an interaction assists the student and facilitates the learning process in a variety of ways. It provides an opportunity for the student to rethink 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, is a reflection of the students ability to integrate knowledge and theory gained in the classroom, in assigned readings and in the internship setting, and helps the student develop social work practice skills and techniques.

The interview/interaction content related in the recording provides the bases 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 practicum supervisor to individualize both the student and the client/situation.

The development of self-awareness is basic to effective social work practice. Educationally based recordings provide significant opportunity for professional learning and growth for students in this area. It requires that the student: a) objectify her/his observations of the person in their environment; b) objectify interactions and behaviors between people; c) evaluate these observations and behaviors, with particular focus on interactions; and e) evaluate and develop awareness and understanding of the conscious use of self in the interaction process. Process recordings allow 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 will be used for educationally based recording will be discussed and agreed upon by the student and practicum supervisor.

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

REQUIREMENTS FOR EDUCATIONALLY BASED RECORDING

First Year Practicum

Students are required to **complete one** educationally based recording per week throughout the first year of internship, beginning on the 5th week. Cases for recording might include on-going cases, short-term cases, specific issue areas or meetings. Practicum supervisors and students are encouraged to use other teaching/learning tools, such as audio tapes, video tapes, observed interviews and one-way mirrors in place of written recordings (no more than 50%).

The format for educationally based recording may be a combination of process recording outlines or formats (i.e. structured, summary group, meeting, audio tapes, video tapes, etc.). A written component must accompany the audio and video recording

The practicum liaison may review the recordings during the scheduled agency site visit, and may request that an example be brought to practicum seminar. The confidentiality of the client will be preserved at all times.

Second Year Practicum

Students are required to complete one educationally based recording per week throughout the second year of internship. Recordings could be completed on direct practice cases, special assignments, and/or administrative assignments. Students in a direct practice focused placement will be required to complete detailed process recordings initially, and may move to summary recording or some other type of educationally based recordings as the internship period progresses. The type of recording required will be the decision of the practicum supervisor. Students in administratively focused placements may be requested to take minutes at various meetings they participate in, prepare agendas and written reports in preparation for various meetings/activities, or may be requested to observe and record activities and interactions in a variety of situations. The ability to accurately conceptualize and analyze events will be a primary learning focus in these situations.

Practicum supervisors and students are encouraged to use other teaching/learning tools, such as audio tapes, video tapes, observed interviews and one-way mirrors in place of written recordings.

The practicum liaison may review the recordings during the scheduled agency site visit, and may request that an example be brought to practicum seminar. The confidentiality of the client will be preserved at all times.

Requirements for All Students

All students are additionally responsible for any recording and/or documentation required by the agency itself for its own records and files.

Educationally based recording is a learning tool that should be utilized in the supervisory sessions with the practicum supervisor. The student and practicum supervisor will need to develop a system whereby the practicum supervisor will have a copy of recordings prior to the supervisory session, to enable them to review the document(s) and prepare for discussion.

Your practicum supervisor may have a particular style or format of process recording they wishes you to use. You may have the experience of utilizing all styles, from verbatim and highly descriptive, to structured or summary type of recording.

A SUGGESTED STRUCTURE FOR RECORDINGS

1. Purpose of Session:
   Statement of the purpose is that is concise, clear and specific in relation to the actual session.
   a) Relatedness between this session, and the previous session(s); and
   b) Relate purpose to the particular 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:
   Your impressions starting with facts about 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 particular intervention; and
   d) What would you change, if anything?
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 particular 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	INTERN'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	INTERN'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	INTERN'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 affect 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?

PROCESS RECORDING FORM: MACRO PROJECT

Student Name: _____ **Activity/Project Title:**

□ New project **□ On-going project**

Recording Date: _____ **Recording is for the week of: _____**

Date Reviewed with practicum supervisor: _____

1. <u>Purpose of the Activity/Project</u>: Describe the goals and objectives for the activity/project, (Or if this is an ongoing activity/project, discuss progress made since the last recording and how it relates to overall goal).

2. <u>Identifying Macro Skills</u>: Identify and describe some of the macro-practice skill(s) you selected and implemented during the process. If applicable, highlight any macro skills used by other staff involved in the activity/project.

3. <u>Micro Skills/Use of Self</u>: Describe your use of any micro-level (clinical) skills, if applicable. Consider the skills you used to engage and communicate with the community, group, organization, and/or individuals involved in the activity/ project?

4. <u>Application of Theory</u>: Identify and describe at least one macro theory that could apply to this project/activity. Include relevant concepts that might help explain the situation and support your approach.

5. <u>Obstacles & Challenges:</u> Describe any obstacles or challenges you encountered during the planning or implementation process. What steps did you take to deal with obstacles or challenges?

6. Evaluation: Evaluate the process to this point or evaluate the final outcome. Did you feel the activity/project was successful? Do you believe the original objectives are being accomplished? Why or why not. Is there anything that you would do differently to overcome challenges or improve the outcome?

7. Gut-level Reactions to Process: Describe how you were feeling as the activity/project was taking place. Were there any specific factors that had an impact on you?

8. Personal & Professional Development - Identify any newly acquired insights, self-awareness, and/or areas of improvement needed at the macro and micro levels. Where could you use more direction and instruction or critical feedback? How can your practicum supervisor assist you in this process?

9. Additional Comments (Student and/or practicum supervisor):

Appendix D

CSWE Core Competencies and EPAS

https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-(EPAS).pdf

Appendix E

Student's Evaluation of Internship Experience

STUDENT'S EVALUATION OF
INTERNSHIP 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. The completed evaluation will become part of the School of Social Work resource file on internship settings and will be available for review by faculty and students.

Agency: _____

Academic Year: _____

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

1	**2**	**3**	**4**	**5**	**6**
Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied

1. Satisfaction with agency orientation given by practicum supervisor _____
2. Satisfaction with meaningfulness of internship activities made available _____
3. Satisfaction with availability of practicum supervisor _____
4. Satisfaction with the quality of supervision provided at internship _____
5. Satisfaction with your practicum supervisor's goals and integration if academics into practicum _____
6. Satisfaction with resources made available to you at internship (office space, supplies, telephone, etc.) _____
7. Your overall evaluation of your internship agency _____
8. Would you recommend this agency to other students?

   Yes: _____ No: _____

Comments: _____

_____

Completed by: _____

When: End of Spring Semester
Submit to: Practicum Liaison

Appendix F

Employment Agency as an Internship Site

Available in the 2nd yr Practicum Forms Canvas page

Appendix G

NASW Code of Ethics

https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Appendix H

Safety Tips for Students in the Internship

Safety Tips for Students in the Internship

Agency Protocol

It is important for the students to be aware of the agency safety and security protocol for office and home visits with clients. In the absence of formal policies, the practicum supervisor and the student should discuss any issues related to safety and security in the setting.

The following are guidelines and suggestions that may be helpful to the students, practicum supervisors, and practicum liaisons as they consider the safety issues in their settings. Specific steps taken by students, or the agency personnel must be determined by the individual situation and the nature of the setting.

Security of Belongings

All students are expected to have a secure place to keep handbags and other belongings while in their internships. A space such as a desk drawer or file cabinet that can be locked is preferable. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Clients

Social work students work with clients/consumers in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are or appear to be threatening. These behaviors may include (but are not limited to) swearing, yelling, insulting, threatening, or acting to cause physical harm, and other out-of-control behavior.

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker, and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we emphasize that students consult with agency practicum supervisors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others and the presence of weapons.

Safety Tips for Office Meetings with Clients

If a student will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation fully with the agency practicum supervisor. When considering location of the meeting, it is helpful to think about:

- What is in the room
- Whether there is more than one exit
- Where each person might sit
- Whether to include someone else in the meeting
- What to wear

When discussing the time of the appointment, it is important to consider if others will be available to provide support if you should need assistance. It is also important to discuss the plan for backup if the client becomes agitated.

Safety Tips for Home Visits

If there is a question of safety, plan accordingly with practicum supervisors. A plan should be in place so that the practicum supervisor or another designated agency staff member knows the student's whereabouts, how to reach the student and the timeframe of the visit. It might be decided that meeting at a neutral place or going with another social worker is the appropriate plan.

Think about what to wear, which room to meet in, where to sit, and remember to stay alert.

Safety Tips for Travel by Car

When a student is traveling by car to an agency or to a home visit, it is advisable to have directions before driving to unfamiliar areas. Remember to be alert and to lock doors and close windows.

Safety Tips for Travel by Foot or Public Transportation

When traveling by foot or public transportation, it is advisable that students carry the least possible number of valuables with them. Money, licenses, keys, and other essentials might be carried in a pocket. If a handbag is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes and walking shoes. Be alert, and walk with a purpose. One should be aware of people in the immediate area without demonstrating challenging behaviors, such as prolonged eye contact.

Sources:

"Safety Tips" developed by Katherine S. Gong, Boston University, School of Social Work, Curriculum guide for Field Education 1994-1996.

Siegel, Marci, Director of Field Education. (1996). Graduate Field Practicum Instructor Manual. San Diego State University, School of Social Work

Appendix I

University & School of Social Work Policy on Nondiscrimination and Sexual Harassment

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

The School of Social Work has adopted policies and procedures to guard against discrimination on the basis of 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 Master of Social Work Program 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 Master of Social Work Program are conducted without discrimination on the basis of race, color, gender, age, creed, ethnic, disability, political orientation or sexual orientation. The Master of Social Work Program wholly supports all University policies and procedures having to do with nondiscrimination. The program is committed to developing and maintaining a faculty and a student body that represent the diversity of the region state and country. The program continuously strives towards maintaining a teaching and learning environment that supports sensitivity, mutual understanding and ongoing collaboration among all participants. Further, the program 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.

The 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.

School of Social Work Policies to Prevent Discrimination

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

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 internship. A copy of the School of Social Work's sexual harassment policy is included in the Graduate Practicum Manual and also in the Practicum Supervisor Handbook. It is the School's position that the dignity and self-worth of all students is to be respected; thus, sexual harassment in practicum is intolerable and unacceptable. A further policy of the School 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 an internship agency where they 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 position students experience in internship 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 practicum supervisor, 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. To ensure that students placed at an internship agency are protected from sexual harassment, each agency practicum instructor will receive written information regarding the prohibition of sexual harassment. Any agency or internship setting approved as a internship 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 an internship work site. The Director of Practicum Education and the practicum liaison will also review the School's sexual harassment policy with practicum students initially and on an ongoing basis.

When a student believes that they has been the subject of sexual harassment in the internship setting, the student is to notify their practicum instructor and the Director of Practicum 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 they feels especially comfortable. The academic advisor or faculty member receiving the report shall notify the Director of Practicum Education or the Chief Executive Officer of the School. If the sexual harassment involves the student's agency practicum instructor, the student may notify the practicum 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 Practicum Education or the School's Chief Executive Officer will notify the appropriate agency person or office. The student's practicum 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 internship/agency (i.e. if they 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 Practicum 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 agency and the student should remain in the internship; (2) The complaint was founded and satisfactorily addressed by the agency, but the student should be placed in another internship setting; (3) The complaint was founded and not satisfactorily addressed by the internship agency and the student should be placed in another setting; (4) The complaint was founded and not satisfactorily addressed by the agency and the agency should not continue to be used as a internship site; (5) The complaint was unfounded and the student should remain at the agency, and (6) The complaint was unfounded and student should be placed in another agency setting.

Following these procedures in no way inhibits the student from 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 of Social Work to be totally inappropriate. 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 exercise professional authority.

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.

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.

Appendix J

Practicum supervisors Only

Appendix K1

Practicum Instructor's Evaluation of the Placement Process

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

Practicum Instructor's Evaluation of the Internship Experience

This evaluation is to be completed by the Practicum Instructor at the end of the spring semester. Internship Experience Evaluation is to be returned directly to the designated practicum liaison. Please evaluate the Directed Practicum Experience according to the following scale:

1	**2**	**3**	**4**	**5**	**6**
Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied

1. Structure provided by Department for Internship Experience. _____
2. Availability of practicum liaison for consultation. _____

   Comment: _____

   _____
3. Did the practicum liaison complete site visits? _____
4. Satisfaction with Practicum Manual for Internship Experience. _____
5. Extent to which the Department's expectations of you were explained. _____
6. Your overall rating of the Internship process*: (Please circle one)*

   A. Very Good B. Good C. Poor

   Comment: _____

   _____

What do you consider to be the strengths regarding the academic preparation of the student(s) placed at your agency?

_____

_____

What can the School of Social Work do to further enhance the preparation of students for Directed Practicum Experience?

_____

_____

Your Name: _____

Agency: _____

Date on which this form was completed: _____

Appendix K2

MSW Guidelines for Internship

CAL STATE LA
SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK GUIDELINES FOR INTERNSHIP

Mission Statement

The mission of the School of Social Work guides our program goals and objectives. The mission statement reads as follows:

The MSW Program at California State University, Los Angeles educates students to assume leadership roles in professional practice. Our advanced urban generalist graduates analyze, intervene, evaluate and advocate with diverse, underserved and oppressed clients and communities.

Advanced Urban Generalist Practice

The advanced urban generalist is a practitioner who understands the context of urban and inner-city social work practice and the complex social issues that impact individuals, families, groups and communities. With the understanding, the advanced urban generalist, skilled in cross-cultural practice, engages in the strength-based social work practice within the array of target systems across the micro, mezzo, and macro levels. Emphasizing diversity, community, and justice, the advanced urban generalist systematically develops and designs assessment-based interventions across diverse urban populations, communities, and constituencies to empower poor, vulnerable, under-served and oppressed populations in urban areas.

Overview of Expectation for Practicum

The practicum sequence plays an integral role in the total curriculum for Master of Social Work students. The experience offers an opportunity for students to integrate and apply theoretical knowledge and social work practice and intervention skills in a community agency setting under the supervision of a qualified practicum supervisor.

The practicum learning experience allows the student to integrate classroom theory, knowledge, and practice skills in developing professional competence and identity. This application includes social work theory in real-life practice situations, skill building, and upholding professional standards of social work ethics and values, under the professional supervision of qualified social workers in their role of practicum supervisors. The practicum experience is designed to provide new and challenging experiences to the student and to maximize learning and practice opportunities.

Emphasis in the Foundation Year is placed upon developing the groundwork of appropriate social work practice skills and knowledge, which may include:

- developing relationships
- acquiring interviewing skills
- mastering beginning psychosocial assessment
- making diagnostic assessments
- developing intervention skills
- direct practice interventions

Entry level to the profession of social work is considered to be generalist practice. Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. The generalist practitioner views clients and client systems from a strengths perspective in order to recognize, support and build upon the capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems.

During the Advanced Year - students are expected to develop an increased insight and depth of understanding of agency and client systems and social work practice skills and are exposed to a diversity of experiences. The goal of the second-year internship is to build on the first-year experience to help students develop advanced and more focused social work skills—including clinical interventions with diverse populations effective treatment strategies on a micro/macro level where appropriate. Students may select a placement site that offers a more macro or more micro focused practice experience where they will further their skills in administrative activities, including organizational development, program planning and program evaluation.

The practicum experience is tailored to the individual students' needs in an ongoing assessment process between the student, practicum supervisor and practicum liaison. During the beginning weeks of the fall semester, the student and practicum supervisor will develop a Learning Agreement. This Learning Agreement will specify learning needs for the student, the experiences and activities in which the student will participate to meet these learning needs, and specify timelines for their accomplishment.

The Learning Agreement includes activities and experiences relating to nine core competencies identified by the Council on Social Work Education (CSWE), the accrediting body for schools of social work in the United States. The competency areas are:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 3: Engage **Anti-Racism**, Diversity, **Equity, and Inclusion** (ADEI) in Practice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

Practicum supervisors receive a copy of the Graduate Practicum Manual and all additional documents used in the program. The Graduate Practicum Manual details the policies and procedures that guide the operation of the practicum sequence, including eligibility for internship, sequencing, expectations and performance requirements.

Overview of Learning Expectations

It is expected that students will be exposed to a variety of experiences, tasks and activities spanning a range of complexity during the internship. All students will receive exposure to the full range of social work practice intervention activities. The continuum of activities is listed on the Learning Agreement form to assist in the development of a comprehensive practicum experience. All agencies are expected to provide the broadest range of diversity in case assignments made to students.

Students will most likely have opportunities to be involved in long-term intervention activities due to the schedule of internship (16 hours/week in the first year; 20 hours/week in the second year; 24 hours/week for ASP students).

A detailed calendar will be distributed at the beginning of the school year that identifies time lines for various activities, including orientation, development of the Learning Agreement, completion of student performance evaluations, and termination.

The following minimum expectations are based on a typical internship situation. If circumstances related to agency difficulties or student performance make these minimum assignments and timelines impossible to complete, the practicum supervisor should contact the practicum liaison immediately in order to address the issue.

k) Exposure to diversity in client population and administrative assignments, including cultural, ethnic, religious belief system, gender and socioeconomic class;

l) Exposure and experience with the full range of practice activities on the continuum of social work practice in either micro practice, (e.g., information and referral, networking, case management, comprehensive psychosocial assessments, diagnostic assessments, treatment planning, crisis intervention, short-term therapy, long-term therapy and advocacy,) or macro practice, (e.g., community outreach, community organizing, program planning, program development, program evaluation, budget procedures, staff development, personnel policies and administration).

m) Opportunity to work with individuals and families and be a facilitator or co-facilitator in a group situation. This expectation is specifically identified for micro practice placements but could be adapted to the macro focus in terms of interaction with individuals and groups, meetings, and community work.

n) Opportunity to collaborate with other agency staff and professionals.

o) Opportunity to collaborate with other community agencies.

p) Development of knowledge of the agency structure, mission and interdependence with the surrounding community.

q) Opportunity to participate in case conferences, including multidisciplinary conferences where available, or in multidisciplinary planning conferences and activities where applicable.

r) Each student shall receive a minimum of one hour of individual supervision from the practicum supervisor each week.

s) In the first year of internship, a minimum of 50 percent of the time spent at internship over the course of the semester should be spent in direct micro and macro practice areas, including work with individuals, families and groups, telephone contacts, letter writing in relation to cases, and treatment planning meetings. The remainder of the internship hours will be spent in supervision, staff/agency meetings, documentation efforts, community agency interface, and practicum liaison and collaboration activities.

t) In the second year of internship, students requesting a micro practice placement will spend a minimum of 50 percent of the time over the course of the semester in direct practice with individuals, families and groups. For those students requesting a primarily macro placement, a minimum of 50 percent of the time over the course of the semester will be spent in direct practice with groups, programs, organizations and communities.

Expectations of Practicum Supervisors

1. An MSW degree and at least two years of post-graduate experience. **If No MSW is available to supervise MSW interns, can discuss available staff to supervise (e.g. MFT, PsyD, etc.).*
2. Interest and demonstrated skill in teaching.
3. Completion of the required series of Practicum supervisors Training.
4. Knowledge of the various program areas in which the student will be placed.
5. Ability to provide a comprehensive orientation to the agency and its services and provide on-going orientation and in-service about pertinent issues.
6. Be present at the agency during the hours in which the student is in internship. If the practicum supervisor is not at the agency, a preceptor in the agency must be identified to assist the student if the need arises.
7. Provide each student with a minimum of one hour of individual supervision each week. (Group supervision is considered an enhancement to supervisory activities but not a substitute for individual supervision.)

Requirements of the Practicum/Internship Agency

- Accept and cooperate with University and School of Social Work policies and guidelines.
- Accept/commit to the educational objectives inherent in the practicum curriculum.
- Provide appropriate office space, telephone access, supplies and other necessary materials to enable a student to function effectively.
- Designate qualified practicum supervisors with a minimum of two years of post-MSW experience.
- Modify the schedules of any employee selected to be a practicum supervisor to assure that adequate time is available for teaching and student supervision activities, including meetings and/or training sessions at the university.
- Provide any needed assistance to the practicum supervisor in developing appropriate learning experiences within the agency.

- Adhere to policies and practices reflecting nondiscrimination applied to clients, staff and students.
- Inform the School of Social Work of any change in administration of the agency that impacts the internship program.
- Complete an Affiliation Agreement with the University Office of Purchasing and Contracts.

Requirements of the Practicum Supervisors

Attend practicum supervisor orientations and other internship related activities throughout the year. New practicum supervisors must attend a new practicum supervisor training.

- Provide educationally focused experiences and opportunities for student learning based on the Learning Agreement objectives and action plans.
- Complete and submit a written evaluation at the end of each semester outlining student progress and further learning goals and needs.
- Meet with the practicum liaison during the placement period to assess student progress and coordinate learning experiences.
- Provide a minimum of one hour per week of individual supervision for each student placed in the agency and be available for ongoing consultation and/or supervision as needed.
- Be available in the agency during internship hours when the student is present. Assign a preceptor to enhance the student's learning experience and to be available in the absence of the practicum supervisor.
- Maintain communication with assigned practicum liaison regarding student performance, potential difficulties or areas of concern as early as possible, or changes in the agency, which impact the internship experience. Collaborate with student and practicum liaison and Practicum Performance Improvement Contract when progress is not satisfactory.

Placement Procedures for Students

- Students are involved in a pre-placement interview process with the prospective practicum supervisor and other agency representatives, as appropriate.
- Placement agencies for first-year students are selected for them by the School of Social Work practicum liaison based on the student's learning needs, skill level, experience and areas of interest.
- Second-year students interview with two different agencies and can indicate their preference for placement at the agencies where they have interviewed. The School of Social Work Faculty make final placement assignments.
- Practicum supervisors can indicate their preferences for and acceptance of students interviewed.

Adjustments in Response to COVID-19 Global Pandemic

Should the need arise again to shelter in place/stay at home, we will adjust accordingly and reach out to our community partners to collaborate in telehealth/remote learning opportunities for our students to engage in.

Appendix

K3

Internship Request and Application

https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:06ee0498-0717-3ea7-9998-1f39efcebacd

Appendix K4

Agency Agreement for Clinical Internship (Sample)

CLINICAL AFFILIATION AGREEMENT

This Agreement is made this day of_____, 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_____hereinafter called the ("Facility"). The parties may be referred to collectively as the "Parties" and singularly as a "Party".

A. University is an institution of higher learning authorized pursuant to California law to offer fully accredited health science programs and to maintain classes and such programs at Facility for the purpose of providing clinical training for students in such classes.

B. Facility provides a learning environment where students may complete their academic internship studies for required coursework.

C. University operates fully accredited health sciences programs offering Graduate/ Undergraduate degrees in Audiology, Child & Family Studies, Communication Disorders (Speech-Language Pathology), Kinesiology, Nutritional Science, Nursing, Social Work, and Doctor of Audiology. In addition to Certificate Programs in Clinical Laboratory Scientist and Clinical Genetic Molecular Biologist Scientist, ("Program" or "Programs").

D. The purpose of this Agreement is to set forth the terms and conditions pursuant to which the parties will institute the Programs at Facility.

The parties will both benefit by making a clinical training program available to University students at Facility.

The parties agree as follows:

I. GENERAL INFORMATION ABOUT THE PROGRAM

A. The maximum number of University students who may participate in the Program during each training period shall be mutually agreed by the parties at least 30 days before the training period begins.

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

II. UNIVERSITY'S RESPONSIBILITIES

A. Student Profiles. University shall advise each student enrolled in the Program to complete and send to Facility 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 Program training period begins. Facility shall regard this information as confidential and shall use the information only to identify each student.

B. Schedule of Assignments. University shall notify Facility's Program supervisor of student assignments, including the name of the student, level of academic preparation, and length and dates of proposed clinical experience. This would occur following the agreed upon assignments after the interview process is completed.

C. Program Coordinator. University shall designate a faculty member to coordinate with Facility's designee in planning the Program to be provided to students.

D. Orientation Program. University instructors shall attend an orientation provided by Facility and shall provide a similar orientation to students at the beginning of their enrollment in the 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 Facility, ensure that students complete any background check required by Facility and submit such results to Facility for review and approval.

G. Student Responsibilities. University shall notify students in the Program that they are responsible for:

1) Complying with Facility's clinical and administrative policies, procedures, rules and regulations;

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

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

4) Maintaining 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 clinical experience. The discussion, transmission, or narration in any form by students of any individually identifiable patient information, medical or otherwise, obtained during the Program is forbidden except as a necessary part of the practical experience;

b) 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 Facility that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations;

c) Facility shall reasonably assist University in obtaining patient consent in appropriate circumstances. In the absence of consent, students shall use de-identified information only in any discussions about the clinical experience with University, its employees, or agents.

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

6) Attending an orientation to be provided by their University instructors;

7) Notifying Facility immediately of any violation of state or federal laws by any student; and

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

9) Completing and submitting to University the Covid-19 Release of Liability Assumption of Risk form.

H. 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 to the Program under this Agreement. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program, either from University or Clinic. CSULA/CPP/CLS/ CGMBS 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 Clinic's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103.

III. FACILITY'S RESPONSIBILITIES

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

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

C. Orientation Program for University Instructors. Facility shall provide an orientation for University instructors who will oversee students in the Program and shall include all information and materials that University instructors are to provide during the student orientation required in paragraphs II.D and II.F.6) above.

D. Access to Facilities. Facility shall permit students enrolled in the Program access to Facility facilities as appropriate and necessary for their Program, provided that the students' presence shall not interfere with Facility's activities.

E. Records and Evaluations. Facility shall maintain complete records and reports on each student's performance and provide an evaluation to University on forms the University shall provide.

F. Withdrawal of Students. Facility may request that University withdraw from the program any student who Facility determines is not performing satisfactorily, refuses to follow Facility's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing and must include a statement as to the reason or reasons for Facility's request. University shall comply with the written request within five (5) days after actually receiving it.

G. Emergency Health Care/First Aid. Facility shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, Facility shall have no obligation to furnish medical or surgical care to any student.

H. Student Supervision. Facility shall permit students to perform services for patients only when under the supervision of a registered, licensed, or certified clinician/professional on Facility's staff. Such clinicians or professionals are 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 Facility-designated supervisors. Students are to be regarded as trainees, not employees, and are not to replace Facility's staff.

I. Facility's Confidentiality Policies. As trainees, students shall be considered members of Facility's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103 and shall be subject to Facility's policies respecting confidentiality of medical information. In order to ensure that students comply with such policies, Facility shall provide students with substantially the same training that it provides to its regular employees.

J. COVID-19 Safety and Compliance. Facility is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". Facility is familiar with and informed about the Centers for Disease Control and Prevention ("CDC") current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. This includes, but is not limited to:

- Facility staff, campus faculty and students are being provided or there are being made available the necessary personal protective equipment in accordance to Cal/OSHA Interim Guidance on COVID-19 for Health Care Facilities.
- Implementation of measures to prevent or reduce infection hazards, such as implementing the CDC Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19).
- Facility follow CDC Guidelines regarding recommendations for physical distancing, methods of minimizing exposure and performing routine environmental cleaning.

Facility, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, Facility will take steps to comply with the modified, changed or updated guidelines or directives. If at any time Facility becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify University of that fact.

IV. AFFIRMATIVE ACTION AND NON-DISCRIMINATION

The parties agree that all students receiving clinical training 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. STATUS OF UNIVERSITY AND FACILITY

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of either Facility 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 Facility's "workforce" for purposes of HIPAA compliance.

VI. 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. Such coverage shall be obtained from a carrier rated A:VII or better by AM Best or a qualified program of self-insurance. The University shall maintain and provide evidence of workers' compensation and disability coverage as required by

law. University shall provide Facility with evidence of the insurance required under this paragraph, which shall provide for not less than thirty (30) days-notice of cancellation to Facility. University shall promptly notify Facility of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

B. Student Insurance: University shall inform each student in the Program that they 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. Such coverage is to be obtained from a carrier rated A:VII or better by AM Best. University shall require each student in the Program to present evidence of his or her professional liability coverage to Facility, upon request. University shall also require malpractice insurance to be purchased by student.

C. Facility Insurance. Facility 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. Such coverage is to be obtained from a carrier rated A:VII or better by AM Best or a qualified program of self-insurance. Facility shall also maintain and provide evidence of workers' compensation and disability coverage for its employees as required by law. Facility shall provide University with evidence of the insurance coverage required by this paragraph, which shall provide for not less than thirty (30) days-notice of cancellation to University. Facility shall promptly notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

VII. INDEMNIFICATION.

A. The University agrees to defend all claims of loss, indemnify and hold harmless the Facility 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 Facility 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 Facility or its employees, agents or volunteers in the performance of this Agreement

VIII. TERM AND TERMINATION

A. Term. This Agreement shall be effective ____and shall remain in effect for (3) three years, terminating on ____

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 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 enrolled students, who shall be permitted to complete their training for any semester or year in which termination would otherwise occur.

IX. GENERAL PROVISIONS

A. Amendments. In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section II, Paragraph G, subdivisions 4.a), 4.b), and 4.c); Section II, Paragraph H, to the extent it provides that students are members of Facility's "workforce" for purposes of HIPAA; Section III, Paragraphs H and I; and Section V. This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.

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 is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.

F. 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.

G. 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:
California State University, Los Angeles
Procurement and Contracts
5151 State University Drive, Adm. 501
Los Angeles, CA 90032

TO AFFILIATE:

X. 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.

UNIVERSITY	AFFILIATE
Signature: _____	Signature: _____
Name: Pedro Diaz	Name: _____
Title: Procurement, Contracts, and Support Services	Title: _____
Date: _____	Date: _____

Appendix L

Grievance Procedure

STUDENT GRIEVANCE PROCEDURES

Senate: 1/23/68, 11/9/71, 7/15/75, 10/5/77, 2/27/79, 3/11/80; 5/13/80, 12/2/80, 3/2/99, 5/31/05; President: 3/26/68, 11/18/71, 12/31/75, 11/1/77, 3/8/79, 6/23/80, 12/9/80, 4/30/99, 1/11/07; Editorial Amendment: 9/00)

It is believed by the makers of this statement that adequate safeguards have been included to protect the rights of all concerned parties and to insure that Grievances are handled fairly. However, no rule, regulation, or policy should substitute for open, honest communication; nor should any Grievance procedure take the place of negotiating in good faith. The Grievance procedure described herein is but one channel for solving problems. It should not be used to avoid the personal communication that is necessary to the academic process.

Information regarding procedures for filing a Student Grievance may be obtained from the Office of the Vice President for Student Affairs.

Purpose:

The purpose of the Student Grievance Policy and Procedure is to enable students to seek redress for complaints or grievances (referred to as "grievances") that allegedly resulted in injury to the student. A grievance arises from any alleged unauthorized or unjustified act or decision by a member of the faculty, staff, and/or management employee, which adversely affects the status, rights, or privileges of a student.

Policy:

The Student Grievance process is intended to resolve grievances that are not addressed by more specific policies or investigative processes. It applies to existing University policy and is not a vehicle to change existing or create new University policy.

Definitions/Responsibilities:

A. Appropriate Administrator – The Vice President of the Division (or the Division Vice President's designee) in which the named employee works. In the case of a faculty employee, the dean of the appropriate college may be the appropriate administrator. The appropriate administrator will work with the named employee and the student to attempt to resolve the grievance to the satisfaction of both.

B. Appropriate Supervisor – The immediate superior to whom the named employee reports on the date of the action or event being grieved. For purposes of this Grievance Procedure, a faculty employee's appropriate supervisor is their department/division chair or school director. The appropriate supervisor will work with the named employee and the student to attempt to resolve the grievance to the satisfaction of both.

C. Business Day – All days of the week, excluding Saturdays, Sundays, and days on which California State University, Los Angeles is closed.

D. Committee – The University Student Grievance Committee. The Committee, through its panel, will conduct grievance hearings, deliberate, and issue findings of fact and recommendations for action

fairly and expeditiously.

E. Coordinator – The Coordinator of the Committee. The Coordinator shall be a University administrator, appointed by the President. The Coordinator shall serve at the pleasure of the President, with no set term of office. The Coordinator shall serve as Chair for and advise the Committee and any panels on rules and procedures. The Coordinator shall not vote and the Coordinator shall remain neutral on the merits of the grievance. The Coordinator will select panels from the Committee, chair, coordinate, and monitor the activities of the panels, schedule hearings, and meet with the Committee and panels as necessary. The Coordinator will ensure that grievances are processed in accord with this Grievance Procedure and assist students in submitting grievances to the Committee.

F. Faculty Unit Employee – An employee who is a member of Bargaining Unit 3 at the University.

G. Grievance – A complaint by a student, which is not subject to another investigation process, that a named employee has treated the student unfairly or has violated the California State University, Los Angeles policy, resulting in an injury to the student. Grievances may not be brought against the University President under this procedure.

H. Investigation Process – Any grievance resolution process, formal investigation process, or discipline process administered by the University, other than the student grievance process, which more appropriately and effectively resolves the issues raised in the student's grievance.

I. Management Employee – An employee with management/supervisory responsibilities working under the Management Personnel Plan (Title 5, Article 2.2).

J. Named Employee – An employee of the California State University, Los Angeles (including a faculty unit employee) who is the focus of the student's grievance. The named employee will attempt, when possible, to resolve the grievance informally with the student.

K. Panel – A subset of the Committee assigned to consider a grievance, consisting of one faculty member, one student, and one President's appointee. The Coordinator may serve as an advisory, non-voting member of the panel.

L. President – The President of California State University, Los Angeles. The President will consider timely appeals of the President's Designee's decision; consult with other persons as necessary, and issue decisions on appeals and corrective orders.

M. President's Designee – A management employee designated by the President.

N. Student – A person who, at the time that the event or action which is the subject of the grievance occurred, was a continuing undergraduate or graduate student, or enrolled in an Extended Education or Open University course.

O. Vice President – The Vice President of the division of the University in which the named employee works.

Informal Grievance Resolution:

Because timely resolution of complaints or grievances is in the best interests of students, faculty, administration, and the University as a whole, all parties are expected to actively seek resolution to these complaints or grievances within the time frame and through the procedures set forth by this policy. Although they are informal, the first three steps of the grievance process must be completed within ninety days of the event/action (or the last date of a related series of events/actions) upon which the grievance is based, unless the student and the appropriate administrator enter an extension of time in writing. All parties have the responsibility to make themselves aware of these procedures and act in a manner which allows the process to work efficiently and fairly.

Step One

Discussion with Named Employee

Before commencing any formal proceedings under the Student Grievance Process, a student should normally attempt to discuss with the named employee the student's concerns or complaints about the named employee's conduct. This may not be possible in all cases, particularly if the student believes that they are or will be the

victim of discrimination, harassment, or retaliation. Barring these concerns, however, the student should make the effort to speak to the named employee.
A student is not required to discuss their grievance with the named employee and may proceed directly to step two. However, the panel may consider unwarranted avoidance of the named employee in evaluating the credibility of the student's grievance and the severity of the named employee's conduct.
If the grievance is resolved at step one, no further action under this policy will be taken.
Step Two
Discussion with Appropriate Supervisor
If the grievance is not resolved at step one, the student should discuss it with the appropriate supervisor. This discussion is a prerequisite to proceeding to steps three and four. The appropriate supervisor's role at this stage is that of mediator. The appropriate supervisor shall reasonably attempt to mediate a resolution to the grievance. This stage of the grievance process shall be considered informal and the involved parties are strongly encouraged to participate and cooperate with the appropriate supervisor's attempt to resolve the dispute. If the named employee is a unit three employee, the supervisor may consult an appropriate department/division/school committee that has been designated by the department/division/school to hear student grievances. This department/division/school committee shall recommend a resolution to the Supervisor who will share this information with the student and the employee. If the appropriate supervisor or named employee believes that the student did not reasonably attempt to resolve the grievance, the panel may consider this in evaluating the credibility of the student's grievance and the severity of the named employee's conduct.
If the grievance is resolved at step two, no further action under this policy will be taken.
If the appropriate supervisor is the named employee against whom the student has grieved, the student may bypass step two and proceed directly to step three.
Step Three
Discussion with the Appropriate Administrator
If the grievance is not resolved at step two, the student should discuss it with the appropriate administrator. This discussion is a prerequisite to proceeding to step four. The appropriate administrator shall reasonably attempt to mediate a solution to the grievance. If the appropriate administrator believes that the student or named employee did not reasonably attempt to resolve the grievance, the panel may consider this in evaluating the credibility of the student's grievance and the severity of the named employee's conduct.
If the grievance is resolved at step three, no further action under this policy will be taken.
If the appropriate administrator is the named employee against whom the student has grieved, the student may bypass steps two and three and proceed directly to step four.
Committee Formation Procedures:
The committee shall consist of nine members, each serving a one-year term commencing on July 1. Three members shall be students, three members shall be unit three faculty, and three members shall be staff employees.
Student members shall be appointed by the governing board of the Associated Students, no later than April 15 of each year. No more than one student in any major may be appointed. To be eligible for appointment, a student must have completed at least two quarters at the University and at the time of appointment be in good academic standing. Within five business days of appointing student members, the Associated Students shall notify the President of their names and majors.
Faculty shall be appointed by the Nominations Committee of the Academic Senate no later than April 15 of each year. No more than one faculty member may be appointed from any college. To be eligible for appointment, a faculty member must be tenured or tenure-track. The faculty member may not be on sabbatical, a difference-in-pay leave, or be serving a terminal year during their year of service. Within five business days of making appointments, the Nominations Committee shall notify the President of the names and departments of the selected faculty members.
Staff members shall be appointed by the President no later than April 15 of each year.

If, for any reason, a committee member leaves the committee, the appropriate appointing authority shall replace him/her as soon as possible. If the departing member is on one or more panels that have not completed their cases, the coordinator shall select an alternate panel member by lot.
Formal Grievance Resolution:
Step Four
Presenting Grievance to the Committee
Within one hundred days of the event/action (or the last date of a related series of events/actions) upon which the grievance is based, a student must complete an approved grievance form and present it to the coordinator if he/she desires formal review of the grievance, notwithstanding any action taken by the appropriate administrator. If the student and the appropriate administrator had entered an extension of time in writing permitting the first three levels of the grievance process to be completed in more than ninety days, then this deadline for completing an approved grievance form shall be automatically extended by the same number of days as set forth in the extension document. The student shall have first completed the informal processes, in a time and manner that will permit the timely filing of the grievance form.
The coordinator shall assist the student in submitting allegations and identifying physical evidence and witnesses on the grievance form. The coordinator shall determine whether findings have been made as to facts alleged in the grievance through another investigation process and obtain a copy of such findings if they exist and are not confidential.

Within five business days of receiving a grievance, the coordinator shall select a panel from the committee.

The coordinator shall select by lot a panel of three members, consisting of one member each from three groups of appointees. If a panel member cannot serve because of unavailability, conflict of interest, or other reason beyond their control, a replacement shall be selected by lot from that panel member's group.

For purposes of panel selection, a conflict of interest exists for a potential panel member if they are:

a. the named employee against whom the grievance is brought;

b. a student who was in the class that is a subject of the grievance;

c. a witness to any of the events that are the subject of the grievance or the name employee's response;

d. a parent, child, grandparent, grandchild, sibling, first cousin, spouse, ex-spouse, son-in-law, daughter-in-law, brother-in-law, sister-in-law, niece, nephew, or domestic partner of, or who has cohabited with the student or the named employee; and

e. from the same department or unit as the named employee.

A panel member who has conflict shall immediately notify the coordinator, so that a replacement may be selected. A knowing failure to disclose a conflict of interest shall be grounds for disciplinary action against the panel member by the University and shall be grounds for permanent removal of the individual from the committee.

Within five business days of selecting a panel, the coordinator shall notify the student, in writing, that he/she has received the grievance and that the panel has been formed. The names of the panel members shall be provided in the notice. A copy of this policy and procedure shall also be included with the notice.

Within two business days of selecting the panel, the coordinator shall notify the named employee, in writing, that a grievance has been filed against him/her. The notice shall include a copy of the completed grievance form and the names of the panel members. The notice shall inform the named employee that he/she has ten business days in which to deliver to the coordinator a written response to the grievance and that no facts, physical evidence or witnesses will be permitted at the hearing if they are not identified in the written response. A copy of this policy and procedure shall be included with the notice.

A student or named employee must notify the coordinator, in writing, of any objections to a member of the panel within five business days of receiving notice of the panel members' names. Objections to the composition of the panel must be based on at least one of the grounds set forth in the section on conflict of interest. The coordinator shall immediately contact the panel member in question. If the panel member denies that a conflict exists, the coordinator shall decide whether a conflict exists, within five business days of receiving the objection. If the panel member is removed or admits a conflict, a new panel member shall be selected, and all parties shall be notified in writing of the replacement within five business days.

If the coordinator receives written findings made in another investigation process stemming from the same events/actions as the grievance prior to a decision by the panel, and those findings are not confidential, he/she shall give copies of the findings to the panel, the student and the named employee within five days.

Within five business days of receiving the response from the named employee, the coordinator shall give a copy of the response to the student.

Initial Consideration of Grievance:

Within five business days of selecting the panel, the coordinator shall provide each panel member a copy of the completed grievance form. The panel members shall meet with the coordinator within five business days after the coordinator provides the grievance form to the panel to discuss the allegations, determine, based on the preliminary information available at that point, whether a case for misconduct has been stated, and notify the coordinator of its conclusion in writing. For the purposes of this policy a potential case for misconduct exists only if:

a. the alleged conduct, if true, would constitute unfair treatment or a violation of policy by the named employee against the student, and
b. a hearing on the allegations would reasonably permit the panel to determine the truth or falsity of the facts alleged.

The named employee's response is not relevant and shall not be considered by the panel members at this stage. Similarly, findings from another investigation process shall not be considered at this stage. A panel member may not abstain from voting on whether or not a case for misconduct exists.

If the panel concludes that a case for misconduct does not exist as to one or more allegations, the coordinator shall provide the written conclusion and a copy of the grievance to the President's Designee within five business days of receipt, of the conclusion from the panel. Within five business days of receipt, the President's Designee shall adopt the panel's conclusion as to the allegations in question and notify the student in writing or reject it in whole or in part and direct the panel to conduct a hearing. If the President's Designee directs the panel to hear the grievance as to the allegations in

question, he/she shall identify in writing those allegations for which he/she believes a case for misconduct exists, and provide a copy to the coordinator.

If the panel concludes that a case for misconduct exists in some or all of the allegations, the panel shall identify in writing those allegations and provide a copy to the coordinator.

Within five business days of receiving a decision to conduct hearing, the coordinator shall provide a copy of the decision to the student and the named employee and schedule a hearing date no later than 20 business days after their receipt of the decision. The hearing may be scheduled on a later date only for extraordinary reasons, which shall be limited to the availability of the student, the named employee, a panel member, or a witness deemed by a majority of the panel as material to the hearing. A person is available unless they are legally required to be elsewhere or has previously planned travel or activity that will make him/her physically unavailable. If the coordinator subsequently receives a directive from the President's designee to conduct a hearing on other allegations, the coordinator shall provide a copy of the directive to the panel, the student, and the named employee.

If the coordinator believes that multiple grievances are sufficiently related, he/she may schedule a single hearing in which all related grievances shall be presented provided the named employee approves. Where such grievances have been assigned to different panels, the coordinator shall choose one of these panels by lot to hear the grievances. Within five business days of selecting the panel, the coordinator shall notify in writing the affected students, employees, and panel members of the consolidation and provide the names of the panel members in writing to the affected students and employees. The coordinator shall send copies of the grievance forms to the panel members.

Grievance Hearing:

The coordinator shall provide to the student and named employee written notice of the date, time, and location of the hearing, at least ten business days before the date of the hearing. Shorter notice may be provided only if all parties to the hearing have agreed to accept shorter notice. The coordinator shall include with the notice to the President's Designee or panel's identification of pertinent allegations.

It is the duty of the student and the named employee to provide notice to and secure attendance of their witnesses at the hearing.

No person who is or ever has been licensed to practice law may participate in the hearing process, unless that person is the student, the named employee, a panel member, or a witness. A student or named employee may be represented by any other person. The representative may assist in the presentation of evidence and arguments to the panel but may not also be a witness. The panel may receive legal advice from the University Legal Counsel regarding procedural or legal questions, but not about the merits of the grievance.

The burden of proof in a hearing rest with the student, who must prove that it is more likely than not that the alleged actions/events occurred and that they constituted unfair treatment or a violation of policy.

Each party shall provide all evidence necessary to support their claims or defenses. In instances where relevant evidence is in the custody of another student or named employee, the party who wishes to use the evidence may ask the panel to order that person to provide it to the panel prior to the hearing. The panel shall have the authority to order any University employee or student to appear and/or produce

evidence. No University employee employed by the Campus Police shall be required to appear and/or produce evidence if doing so is not permitted by law or recognized public policy.

The panel shall, where necessary, delete or obscure appropriate portions of evidence to protect the privacy of non-parties.

The student and the named employee may be present at all times during the hearing. The hearing shall be closed to all persons except the student, the named employee, their respective representatives, the witness who is presently testifying, the coordinator, the student's support person, and the panel members. The hearing shall proceed only when all three panel members are present.

The formal rules of evidence shall not govern grievance hearings. However, the rules set forth in this section are necessary to ensure that evidence offered at a hearing is appropriately received and considered.

Prior to the hearing, the coordinator shall give to each panel member a copy of the named employee's response to the grievance and any relevant findings made in another investigation process. Unless the panel deems it necessary to accommodate the schedules of witnesses, the panel shall receive all other evidence in the following order:

a. The student shall present all evidence in support of the grievance. The student is limited to presenting evidence that is referred to in or relevant to the allegations made in the grievance form.

b. The named employee shall present all evidence refuting the allegations. The named employee is limited to presenting evidence that is referred to in or relevant to the allegations and defenses raised by the named employee in the response to the grievance form.

c. The student shall present all evidence that rebuts the named employee's evidence that does not simply restate the student's earlier evidence.

d. The named employee shall present all evidence that rebuts the student's rebuttal evidence that does not simply restate the named employee's earlier evidence.

Evidence that is solely about the character of a student, named employee, or witness shall not be permitted. This shall not preclude evidence that, for reason other than character, bears on the credibility of a student, named employee, or witness, or tends to show a relevant trait or practice.

Hearsay statements may be considered, but the panel should consider the existence or lack of corroborating evidence and the reason for the absence of the person to whom the statement is attributed.

Cross-examination of witnesses shall not be permitted. However, panel members may ask questions of any witness. A student or named employee may, at the conclusion of a witness' testimony, request that the panel ask other questions of the witness. The panel may honor or disregard such requests.

To expedite a hearing, the student and named employee may agree to the existence of any fact. Where possible such agreements should be entered onto the record at the beginning of the hearing. The panel shall consider proven all facts for which there are such agreements.

Either party may object to evidence at the time it is introduced on the ground that it is impermissible under the grievance procedure. The panel shall rule on all objections.

The panel may record the hearing. Such recording shall exist solely for use by the panel while making its findings of fact and recommendations, and shall be used for no other purpose. Recordings will be destroyed five years after the conclusion of the hearing.

Decision of the President's Designee:

Within ten business days after the hearing concludes, the panel shall deliberate and make findings of fact in writing. The panel shall convey its findings and any recommendations for remedial action in writing to the President's Designee. The findings shall summarize the testimony of each witness, identify each piece of physical evidence presented during the hearing, and describe how the panel made its findings. Copies of all documents placed in evidence shall be included.

In making its findings, the panel shall defer to and adopt any relevant findings made in an earlier investigation process, unless the evidence presented at the hearing clearly compels a different finding.

Within five business days of receiving the panel's findings and recommendations, the President's Designee shall issue a written decision. The decision shall state whether each finding has been accepted or rejected. The President's Designee shall accept each finding made by the panel unless he/she concludes that no evidence was presented that, if true, would support a finding. The President's Designee may adopt, reject, or modify any recommendation by the panel. The President's Designee shall address their decision to the student, with copies to be sent to the named employee, the coordinator, and the appropriate administrator. Absent a timely appeal, the President's Designee's decision shall be final.

Appeal Procedures:

The student or named employee may appeal the President's Designee's decision. The student or named employee must deliver a written appeal to the President within ten business days of the receipt of the President's Designee's decision.

Appeals may be taken only for the following reasons:

a. The grievance was not submitted in a timely manner at step four.

b. A panel member had a conflict of interest and was not removed after an objection was raised in a timely manner.

c. A panel member had a conflict of interest that was discovered subsequently to the time during which objections could be made.

d. The procedure set forth in this grievance procedure was not followed, to the detriment of the appealing party.

e. A panel member was biased against the appealing party.

The letter shall describe in detail the facts that support one or more of the reasons set forth in this section. Appeals based on bias must state facts that, if true, indicate bias.

The President may make inquiries of any person he/she believes has information relevant to the appeal, and shall issue a written decision rejecting or accepting the appeal within fifteen business days of receipt of the appeal. The President's decision shall be addressed to the appealing party, with copies to be sent to the other party, the coordinator, and the appropriate administrator.

If the President rejects an appeal, the President's Designee's decision is final.

If the President concludes that the appeal is meritorious, he/she shall refer the matter back to the level at which the error occurred, with corrective instructions. If a panel member was biased or in conflict, the instructions shall include an order to assign a new panel. The grievance shall proceed from the level to which it was referred.

General Guidelines:

Any decision or action by a panel is, unless otherwise indicated, made by majority vote.

If the date to take some action under this policy falls on a day that is not a business day, the action may be taken on the next following business day. The date on which an action is to take place may also be extended by the coordinator, the President's Designee, or the President, as deemed necessary to the fair consideration of a grievance.

Except as necessary to process a grievance, the coordinator and the members of the committee shall maintain strict confidentiality as to all grievance matters and materials.

No student or named employee, or witness should suffer adverse academic or employment consequences as a result of attendance at a grievance hearing, provided he/she has given prior notice of their anticipated absence from class or work to their instructor or supervisor. The coordinator shall certify, upon request by any person, the date(s) and time(s) during which that person participated in a grievance hearing. Supervisors and instructors are required to excuse any absence that is so certified, instructors shall permit a student to turn in work or take test at an alternate time if necessary to accommodate the student's appearance at the grievance hearing.

All documents that are required to be sent to a student, or named employee are deemed received on the date that a document is personally delivered or faxed, or two days after it is placed in the mail.

The President or President's Designee may consult any person in performing their duties and may delegate their duties to any management employee who is not the subject of the grievance.

The student or named employee may have a support person present at all levels of review, including the grievance hearing.

Organizations Affected: All University departments.

Appendix

M

Counseling and Psychological Services (CAPS)

https://www.calstatela.edu/studenthealthcenter/caps

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) provides professional non-judgmental help with your personal growth and psychological wellness. CAPS specializes in mental health services which can help you express thoughts and feelings, gain perspective, alleviate emotional symptoms, improve coping skills, and make healthy changes in your life.

Types of Services:

- **Individual Counseling:** Brief one to one work with a therapist on different concerns, generally 6-10 sessions per academic school year
- **Couples Counseling:** Couples work with a therapist addressing relationship concerns. Both partners must be CSU students.
- **Support Groups:** Professionally facilitated group for students with similar concerns. Please see website for current topics offered or request information at Station 4. No attendance limit.
- **Mental health Workshops:** Psychoeducational classes that address specific concerns. Please see website for current topics offered or request information at Station 4. No attendance limit.
- **Mental Health Triage:** Sane day session for students in high distress situations. Students must walk-in for appointment.
- **Mental Health Screenings:** Confidential screenings on various mental health issues.
- **Referrals:** Linkages to various support groups
- **Medication Consultation:** Discuss options and needs.

Confidentiality

Counseling is conducted in accordance with legal and professional guidelines of confidentiality. No information will be released without client's written consent except when required by law.

Information and Appointments

Please call or stop by CAPS at the Student Health Center Station 4 on the 2nd floor to schedule an appointment. Counseling sessions are available by appointment.

- Student Health Center Hours: Mon-Thurs 8:30am to 5:45pm Fridays 8:30am to 12:15pm
- Station4/CAPS (323) 343-3314
- Student Health Center (323) 343-3301

If you have a crisis and need to see someone immediately, a counselor is available at designated times to assist students on an emergency basis. Please call or walk-in for more information. For after hour emergencies, please call the Suicide Hotline at 1-800 273-TALK (8255) or call 911.

https://www.calstatela.edu/studenthealthcenter/caps

Appendix N

Practicum Education Master Calendar

An Electronic version will be emailed to all practicum supervisors and students

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	**MSW Student Practicum Orientation**
(subject to change)	**(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