



CSUDH

DEPARTMENT OF SOCIAL WORK

2024-2025

PRACTICUM
EDUCATION
MANUAL

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FACULTY AND STAFF DIRECTORY

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THE CSUDH MASTER OF SOCIAL WORK PROGRAM

MISSION OF THE MSW PROGRAM

The mission of the MSW program guides the program goals and objectives. The mission statement reads as follows:

The CSUDH MSW Program is dedicated to the pursuing a more just, global society through a critical, theoretical approach to social work education, research, and community-centered practice. Specifically, the program is dedicated to advancing anti-racist social work education that addresses societal dynamics stemming from the intersectional oppression based on race, ethnicity, culture, gender, immigration, socio-economic status, and membership in other categories historically subjected to oppression, discrimination and indifference. Located in a diverse, complex urban setting, the program prepares Master level social workers to professionally and ethically deliver social work practice grounded in analysis, intervention, evaluation, and advocacy, which addresses racial oppression and other forms of structural inequality to enhance the well-being of individuals, families and communities.

CODE OF ETHICS

The National Association of Social Workers (NASW) requires that all professional social workers promote and maintain high standards of ethical behavior in the practice of social work. The CSUDH Department of Social Work has adopted the NASW Code of Ethics (Appendix C) as the standard it expects its students to meet during their participation in the program. Students are expected to adhere to and maintain the highest level of ethical behavior. Violations of the Code of Ethics may result in termination of the student from the program as deemed necessary.

ACCREDITATION

The CSUDH MSW Program became fully accredited by the Council on Social Work Education (CSWE) in February 2010, received reaffirmation from CSWE in February 2015 through 2022 and most recently received reaffirmation in February 2022 through 2030 https://www.cswe.org/accreditation/directory/?program_status=Accredited&program_state=CA Obtaining full accreditation is a lengthy process involving several steps and lasting for at least four years. Accreditation is essential for all graduate social work programs especially in states where there is licensure, because only graduates from accredited programs are permitted to take the licensing exam. The accreditation process for programs involves several steps: (1) Application; (2) Completion of an initial self-study referred to as Benchmark 1 followed by an on-campus site visit results in admittance to candidacy. Candidacy is the first level of accreditation and graduates from programs in candidacy are granted the right to collect hours toward licensure; (3) Benchmark 2 is completed in year two of the program followed by another site visit; (4) A Draft Self Study is completed in year three of the program, with another on-campus site visit and a recommendation the program complete a full Self Study and prepare for a full site team

visit; (5) During year four, the full Self Study is written and a team of social work educators visit campus to review the program. The program is then eligible for full accreditation.
 (6) Initial accreditation is granted for four years.

EDUCATIONAL GOALS AND OBJECTIVES

The CSUDH Department of Social Work has adopted the following five goals in order to accomplish our stated mission:

1. To educate social work practitioners to engage in autonomous, professionally competent practice, which includes culturally appropriate interventions tailored to enhance the well-being of individuals, families, and the successful functioning of groups and organizations.
2. To educate social work practitioners to engage in economic and social justice work through the practice of culturally and contextually competent interventions at all levels, including analysis, advocacy, direct interventions and evaluation with communities in diverse urban environments.
3. To educate social work practitioners to develop a life-long learning philosophy based on ongoing self-evaluation of practice with individuals, families, groups, organizations and communities informed by social research.
4. To educate social work practitioners to engage in ethical social work practice which is consistent with the values of the profession through expectations and opportunities in work with clients in community practice.
5. To educate social work practitioners to engage in a critical and theoretical approach to social work practice through exposure to and participation in faculty scholarship and research in the classroom and in the community.

Upon completion of the MSW program at California State University, Dominguez Hills, graduates will be able to engage in the following 2022 Educational Policy and Accreditation Standards (EPAS):

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

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

Competencies are based on the Council on Social Work Education's (CSWE) Educational Policies and Accreditation Standards (EPAS), 2022. For the newest version, please visit <https://www.cswe.org/accreditation/standards/2022-epas/>

CRITICAL RACE THEORY AND INTERSECTIONALITY

We have selected the theoretical framework of Critical Race Theory and Intersectionality (CRT/I) as an organizing principle of the curricula of the MSW program. Critical Race Theory (CRT) is a theoretical paradigm rooted in legal studies that has gained traction in its applicability to other disciplines, including social work. Students take a course in Critical Race Studies in Social Work Practice in their first semester of the program. With an understanding of its core tenets, students use CRT to examine how race and its intersections with other markers of identity are social constructions that lay the groundwork for systemic and institutional oppression of marginalized groups. CRT in turn can provide a theoretical approach to social work practice that allows us to understand that the issues that a client presents have less to do with the client themselves and just as much, if not more, to do with institutions and systems that have created conditions that bring them before the social worker. Consequently, interventions informed by CRT attend to both the individual and institutional manifestations of oppression.

UNIVERSITY POLICIES

NONDISCRIMINATION POLICY

California State University, Dominguez Hills is an equal opportunity institution that does not discriminate or harass based on race, color, religion, national origin, sex, sexual orientation, age, disability or handicap, marital status, or veteran's status. This policy is applicable to all employment practices, admission of students, and educational programs and activities.

California State University, Dominguez Hills is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual. The University's full nondiscrimination statement can be found through the University's Office of Equity and Inclusion (OEI). Inquiries concerning this policy's application may be referred to the OEI's general email address at equity@csudh.edu.

SEXUAL HARASSMENT POLICY

It is the policy of California State University, Dominguez Hills and the Department of Social Work to maintain a working and learning environment free from sexual harassment of its students, employees, and those who apply for student or employee status and to take action to eliminate sexual harassment. Sexual harassment is illegal and such conduct is subject to disciplinary action being taken against the alleged harasser.

In determining whether conduct actually constitutes sexual harassment, the circumstances surrounding the conduct will be carefully considered. Where the facts support the allegations, all appropriate measures including disciplinary action shall be taken.

This manual contains a more specific policy regarding [sexual harassment at the placement site](#). Students may view the Title IX-related policies and access contact and reporting information at <https://www.csudh.edu/equity/rights-resources/policies/>.

STUDENT GRIEVANCE POLICY

When issues and concerns arise in the academic setting between student and their professor, we encourage students to discuss the concerns directly with the professor first. Should this not be a viable option, we encourage students to follow the chain of command and begin to discuss their concerns with their academic advisor, then Chair of the Department. If this is a practicum-related issue, the student is encouraged to discuss the concern with their faculty liaison first. Should this not be a viable option, we encourage students to reach out to the Director of Practice Education to discuss any issue and find resolutions. The purpose of this policy is to provide a mechanism to resolve student complaints against members in an orderly manner. Students should be prepared to document such instances when discussing their concern(s). This procedure does not handle grade appeals for which there is a separate process.

In all cases, the University's commitment to the student is to provide a resolution of their complaint in a fair and reasonable manner. Information on the Student Grievance Procedure may be viewed at <https://www.csudh.edu/student-conduct/other-student-policies/>. Students may also obtain a copy of that procedure from the Office of Student Affairs, located in Welch Hall A410.

ACCOMMODATION OF DISABILITY

The Department of Social Work is committed to making the university's programs, activities, and facilities fully accessible to all students. Verification and arrangements for necessary and reasonable accommodation(s) must be coordinated through the Student disAbility Resource Center (SdRC). Students with disAbilities are required to complete the following steps: (1) formally meet with the Student disAbility Resource Center to engage in their official accommodations process and (2) share accommodations with Practicum Faculty in order to find a suitable placement that will ensure the student has a chance to be successful. Students are **not allowed** to make their own accommodations requests or arrangements to an agency without the knowledge and consent of the CSUDH Practicum Team. Students who do not utilize the Student disAbility Resource Center process will not receive accommodations that only the center can issue. Please note that accommodation made for academic courses may not be appropriate or relevant to internship settings. Each agency may vary in the types of accommodation they are able to provide. It is outside the University's purview how agencies make accommodations.

Forms, procedures and contact persons can be found at: <https://www.csudh.edu/sdrc/>.

The Student disAbility Resource Center is located in Welch Hall D-180. Voice: (310) 243-3660TDD: (310) 243-2028.

COMMUNICATION

Department to Student Contact

Contact from the department to the student will be made primarily via University email. Contact may include policy and procedure changes, announcements, events, new developments, and other business. Thus, **it is vital that students check their University email regularly**. All students are assigned an email address in the CSUDH system and are provided with free email. Internet access to students is also provided, please check with the IT Department if you have no access.

Student to Department Contact

Faculty and staff mailboxes are located in Welch Hall B-385. Faculty and staff contacts (e.g. phone number, email address) are listed on pages 1 and 2 of this manual. For speedy responses, it is highly encouraged for students to email faculty and staff. **All communication between students and any University representative must be through Toromail.**

Change of Address or Name

Students must report all change of address or contact information to 1) the Administrative Assistant of the Department of Social Work mswprogramsupport@csudh.edu and 2) the Admissions and Records/Registration of any change of contact information as soon as possible. The Department is not responsible for communication not received due to a change in email address or home address.

Students who move out of the area for any unexpected reason cannot expect to be placed in an internship closer to their new home if the program does not have existing contract in the new geographical location.

MSW COURSE PRACTICUM SEQUENCE

These sequences indicate that students must proceed through the two-year program in the order listed below. Without following this order, students may be recommended for academic leave and will not be able to continue to be accrued internship hours during this time.

COURSE SEQUENCE 2024-2026
MSW Course Schedule for Full-time, Two-Year Students
Generalist Practice Year Course Schedule

Fall	Spring
MSW 500 Human Behavior and the Social Environment I (3)	MSW 501 Human Behavior and the Social Environment II (3)
MSW 510 Social Welfare Policy I (3)	MSW 511 Social Welfare Policy II (3)
MSW 520 Generalist Social Work Practice I (3)	MSW 521 Generalist Social Work Practice II (3)
MSW 524 Critical Race Studies in SW Practice (3)	MSW 530 Social Welfare Research (3)
MSW 540 Practicum I Seminar (3)	MSW 541 Practicum II Seminar (3)

Specialized Practice Year Course Schedule: Children Youth and Families Specialization

Fall	Spring
MSW 550 Advanced SW Practice in Communities (3) *	MSW 555 Advanced Practice in Administration and Leadership (3) *
Elective (3) ****	MSW 560 Social Welfare Policy III: Children Youth and Families (3) ***
MSW 570 Practicum III Seminar (3) **	MSW 571 Practicum IV Seminar (3) **
MSW 580 Child Welfare Issues (3) ***	Elective (3) ****
MSW 531 Advanced Research (3) *	MSW 590 Graduate Seminar or MSW 599 Thesis (3) *

* Courses required of all students regardless of area of specialization

** Courses required of all students, but placement is in a setting that supports their area of specialization

*** Courses required of CYF area of specialization only unless approved by area of specialization instructor

**** Please consult with your Advisor re: approved electives that are available within or outside of the Department

Specialized Practice Year Course Schedule: Community Mental Health Specialization

Fall	Spring
MSW 550 Advanced SW Practice in Communities (3) *	MSW 555 Advanced Practice in Administration and Leadership (3) *
MSW 592 Diagnostic Assessment in Social Work (3) ***	MSW 561 Social Welfare Policy III: Community Mental Health (3) ***
MSW 570 Practicum III Seminar (3) **	MSW 571 Practicum IV Seminar (3) **
MSW 582 Seminar in Mental Health Issues (3) ***	Elective (3) ****
MSW 531 Advanced Research (3) *	MSW 590 Graduate Seminar or MSW 599 Thesis (3) *

* Courses required of all students regardless of area of specialization

** Courses required of all students, but placement is in a setting that supports their area of specialization

*** Courses required of CMH area of specialization only unless approved by area of specialization instructor

**** Please consult with your Advisor re: approved electives that are available within or outside of the Department

Specialized Practice Yr Course Schedule: Comm Capacity Building Specialization

Fall	Spring
MSW 550 Advanced SW Practice in Communities (3) *	MSW 555 Advanced Practice in Administration and Leadership (3) *
Elective (3) ****	MSW 551 Social Welfare Policy III: Community Capacity Building (3) ***
MSW 570 Practicum III Seminar (3) **	MSW 571 Practicum IV Seminar (3) **
MSW 581 Seminar in Community Capacity Building (3) ***	Elective (3) ****
MSW 531 Advanced Research (3) *	MSW 590 Graduate Seminar or MSW 599 Thesis (3) *

* Courses required of all students regardless of area of specialization

** Courses required of all students, but placement is in a setting that supports their area of specialization *** Courses required of CCB area of specialization only unless approved by area of specialization instructor

**** Please consult with your Advisor re: approved electives that are available within or outside of the Department

COURSE SEQUENCE 2024-2027
MSW Course Schedule for Three Year Part-time Students

Fall Semester Year 1	Spring Semester Year 1	Summer Year 1
MSW 500 Human Behavior and the Social Environment I (3) Sat (AM)	MSW 501 Human Behavior and the Social Environment II (3)	MSW 510 SW Policy I (3)
MSW 524 Critical Race Studies (3) Sat (PM)	MSW 530 SW Research 530 (3) Sat (PM)	MSW 511 SW Policy II (3)
MSW 520 General Practice 1 (3) Wed evening	MSW 521 Gen Practice 2 (3) Wed evening	
		<i>Total Credit Hours 24</i>
Fall Semester Year 2	Spring Semester Year 2	Summer Year 2
MSW 550 Advanced SW Practice in Communities (3) Sat (AM)	MSW 582 Seminar in Mental Health (3) Sat (AM)	Elective (3) ****
MSW 592 Diagnostic Assessment in Social Work (3) Sat (PM)	MSW 555 Advanced Practice in Administration and Leadership (3) Sat (PM)	MSW 561 Social Welfare Policy III: Community Mental Health (3)
MSW 540 Practicum I Seminar (3) Wed	MSW 541 Practicum II (3) Wed	

		<i>Total Credit Hours 24</i>
Fall Semester Year 3	Spring Semester Year 3	
MSW 570 Practicum III Seminar (3) Thurs	MSW 571 Practicum IV Seminar (3) Thurs	
MSW 531 Advanced Research in SW Practice (3) Thurs	MSW 590 Graduate Seminar or MSW 599 Thesis (3) * Thurs	
		<i>Total Credit Hours 12</i>
		<i>Total Program Credit Hours: 60</i>

RESOURCES FOR PLANNING AHEAD AND SELF-CARE

ADMISSIONS, RECORDS, AND REGISTRATIONS

<https://www.csudh.edu/registrar/>

(310) 243-3645

The Registrar's Office provides a variety of academic services to members of the Toro Nation. The services provided include:

- Registration of new and continuing students
- Update Transfer Credit
- Academic Records
- Review Petitions
- Current Academic Calendar: <https://www.csudh.edu/academic-affairs/academic-calendar/>

BASIC NEEDS PROGRAM

<https://www.csudh.edu/student-support/food-shelter/>

310-243-3349

The Basic Needs Program is designed to assist students who may experience food and housing insecurity on campus.

FINANCIAL AID

<https://www.csudh.edu/financial-aid/>

(310) 243-3691

The office of Financial Aid provides services, guidance, and resources pertaining to financing students' education.

INFORMATION TECHNOLOGY

<https://www.csudh.edu/it/#student>

(310) 243-2500

The Office of Information Technology offers students access to the digital resources needed to succeed: account and access; communication technology; software; hardware; and support.

STUDENT DISABILITY RESOURCE CENTER

<https://www.csudh.edu/sdrc/>

(310) 243-3660

This center ensures that all CSUDH students with disabilities have full access to the university's educational, cultural, social, and physical facilities and programs. They provide a centralized source of information to help students with disabilities realized their full rights to reasonable accommodations.

STUDENT HEALTH AND PSYCHOLOGICAL SERVICES

Health Services <https://www.csudh.edu/shs/> Psychological Services <https://www.csudh.edu/sps/> (310) 243-3629 AND (310)243- 3818

Students seeking health services during business hours can contact the number above to speak with clinical staff and/or to make appointments. All full-time students currently enrolled at CSUDH are eligible for services upon proof of enrollment. First Aid and referrals are available to all faculty, staff, and visitors at no cost.

Services for students who are experiencing any type of personal or interpersonal issues may want to participate in a counseling experience. All full-time students currently enrolled at CSUDH are eligible for no-cost counseling services, including during the summer. Our 3-year Extended Education students are also eligible and can receive services for a nominal fee per session.

CALENDARS – UNIVERSITY AND INTERNSHIP

UNIVERSITY CALENDAR: This calendar will provide a general sense of the academic year including holidays and due dates for finals week: <https://www.csudh.edu/Assets/csudh-sites/academic-affairs/academic-calendar/docs/2024-2025%20academic%20calendar.pdf>

PRACTICUM CALENDAR: Please be sure to refer to your confirmation email sent to you and your agency during the placement season. The Practicum Calendar will provide dates specific to the MSW program.

AGENCY CALENDAR: It is recommended that students obtain their placement's calendar in order to plan attendance and completion of the required internship hours.

CSUDH PRACTICE EDUCATION

The MSW program is a rigorous course of study comprised of 60 semester units of course work. Twelve of these units, 4 semesters are devoted to an educationally focused practicum experience at one selected social work/social service agency per year in a surrounding community and **MUST be taken consecutively**. Students must complete the required hours each academic year and cannot carry hours from one year to the next. Prolonged interruptions of internship hours must be repeated the following year.

Students will have two internship placements (in two different agencies) during the course of two years. Generalist (1st year) practice-year placements are identified and assigned by the Practicum Faculty who are guided by students' shared information via the Internship Application. Generalist practice-year placements provide generalist practice opportunities,

focusing on direct service with individuals, groups and communities. First-year students cannot complete their internship placement in an agency where they are employed.

Specialized (2nd year) practice-year placements build upon the generalist practice experience in the Generalist practice year and align with students' areas of specialization: (1) Children, Youth, and Families, (2) Community Mental Health, or (3) Community Capacity Building. 2nd year students are engaged in a placement process beginning in February in which students select agencies with which they would like to interview. Employment-based opportunities are available to 2nd year students with approval. Please note that during the International Pandemic, our program and agencies pivoted to delivering virtual services to minimize any interruption in students' education. However, post the Pandemic, most agencies have returned to in-person practice, and we follow their lead to meet the needs of their population(s) served. Currently, CSUDH does not have an MSW on-line program, therefore, **our stance is that all students need to be placed in-person**. Students should not make alternate arrangements with their internships independently of the MSW program. We have very few agencies that are still operating 100% remotely but the Practicum Team will assess and determine if those placements are appropriate to use on a case-by-case basis.

The internship placement plays a vital role in the preparation of competent future social work professional practitioners. In addition to the skills and theoretical knowledge needed for directservice with various client systems, students also gain a hands-on understanding of the social work profession's value base, its expectations in terms of practice and codes of conduct, communication, and protocols. Through this experience, students are expected to demonstrate social work values outlined by the National Association of Social Workers

(<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>), and apply the Council on SocialWork's Social Work Competencies (see <https://www.cswe.org/accreditation/standards/2022-epas>).

A strong effort is made to apply the CSUDH MSW Program classroom content to the internship placement setting. Students are expected to apply their knowledge of human behavior and of small and large systems to the issues and problem encountered in the placement. In addition, students use the Department's theoretical foundation of Critical Race Theory and Intersectionality as a framework to conduct critical analyses designed to increase understanding of issues impacting the client systems' overall level of functioning by looking at the role and influence that culture, societal systems, economics, politics, and psychology have on the client. The foundation, generalist practicum education courses are also vertically integrated with the advanced, specialized practice program, for which the generalist studies prepare the students.

Through the various references and course coverage related to diversity and cultural sensitivity, students demonstrate awareness and respect for the client systems in the way they practice: not to discriminate based on a client's age, class, color, culture, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race,

religion, sexuality or sexual orientation, group or community characteristics. This is also accomplished by paying particular attention to the special concerns of women, people of color, and those special populations the agency seeks to serve (e.g., people with low income, people with mental and physical disabilities, older adults, children, youth, families, etc.).

In addition, the practice curriculum is designed to help students apply what they have learned in the social welfare policy courses and to demonstrate competence in the practicum seminar and the practicum through their ability to advocate for social and economic change for the client populations they serve. Students in practice develop an understanding of how laws and policies (including reporting laws, policies, and practices) relevant to social work practice settings impact services at the organizational, community, city, state, federal, and international levels. The economic status of the client population and the perpetuation of oppression and/or discrimination and how these policies impact individuals, families, groups, and/or communities that are served within the various practicum settings (children's services, juvenile detention centers, mental health clinics, county hospitals, schools, and community centers) are a focus of practicum, too. Students should be able to utilize information related to policies in order to assess and identify alternative policy practices, needs, or policies that can support, aid, and advocate for social, economic, and environmental justice.

OBJECTIVES OF PLACEMENT

The objectives of internship placement are guided by and are consistent with the mission statement and overall objectives of the MSW program. Students are expected to:

1. 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 a specialized area of practice: Children, Youth, and Families, Community Mental Health or Community Capacity Building within a cross-cultural context.
3. Develop an understanding and a competent level of skill 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. Develop an understanding of service delivery systems and the ways in which socialworkers can bring about needed organizational and policy changes with specific sensitivity to the needs of ethnic minority and oppressed populations.
7. Integrate theory and research from course work through direct application and practicewithin an agency and demonstrate ability to evaluate one's own practice through appropriate research methods.
8. Contribute practice situations from placement to classroom discussion to enhanceintegration of theory to practice.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

The CSUDH MSW Practicum Education Program acknowledges practice education as the signature pedagogy for social work, as outlined in the Council on Social Work Education's Educational Policy 2.2. The social work program administers practicum education consistent with program goalsand objectives that emphasize the importance of contextual competence while focusing on human systems and the helping process.

CSUDH provides for more than the minimum required 900 hours of practicum education, admits only those students who have met the program's specified criteria for practicum, has a written criteria for selecting placements, a process for monitoring students and maintaining contact between the Faculty Liaison and agencies, and a method for evaluating students and the effectiveness of agencies providing practicum instruction.

NASW CODE OF ETHICS

The National Association of Social Worker (NASW) Code of Ethics is addressed and discussed in practicum seminar group as part of vignette discussions, in practice scenarios, and in supervision, in order to help students combine course content while developing ethical practice skills. The NASW Code of Ethics can be found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics> In placement and seminars, the student develops and demonstrates a basic understanding and commitment to social work values and ethics in their practice via gainedself-awareness (identification of their own value system, biases, the ability to manage complexities involved with ethical dilemmas, including confidentiality, boundaries, and right-to-self-determination issues, etc.). The student also demonstrates beginning competence in this area, through professional commitment to the Code of Ethics and the standards of the social work profession regardless of client, agency, community, or one's own values and expectations. This is reflected in their attitudes, behaviors, communications, and practices. MSW students in theCSUDH Master of Social Work program are to adhere to the tenets of the NASW Code of Ethics.

INTEGRATION OF PLACEMENT AND CLASSROOM LEARNING

The integration of theoretical and conceptual material taught in the classroom and the applicationof social work practice skills in internship placement is of critical importance in the educational experience. The placement component of CSUDH's MSW program has developed a varietyof opportunities for integration of these areas.

The guidelines for placement 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 generalist practice-year and specialized practice-year practicum students. These guidelines enhance the integration of classroom and placement learning. It is expected that students will be exposed to a variety of experiences during the placement period and that opportunities will be made available for the student's participation in tasks and activities spanning a range of complexity and related to coursework and assignments. It is also expected that students will foster an open line of communication with their faculty liaison to inform the program in a timely manner when learning opportunities in internship are not provided.

Practicum instructors may request that their student interns bring them copies of the course outlines and reading requirements for each course at the beginning of each semester. This allows the Practicum Instructor to pace learning experiences to classroom content, and to assist the student in integrating their practice activities with their academic learning.

If a student does not successfully pass an academic course, the student will not be able to proceed with internship and will have to repeat MSW 540/541 or MSW 570/571 per university policy. In addition, please note that per university guidelines, students may repeat a graduate-level course once. Immediately contact your faculty advisor to develop a modified course plan.

MALPRACTICE INSURANCE REQUIREMENT

All students placed in internships are automatically included in the blanket University policy for malpractice liability insurance by way of paying their student fees. Malpractice insurance is valid for one year and expires on the last day of June. Therefore, it is imperative that students complete their required hours in a timely manner. Any student who is not able to complete their internship hours prior to June 30th is encouraged to discuss their situation with their Faculty Liaison immediately and prior to finals week of that semester to make appropriate arrangements. The malpractice insurance is renewed every July 1st.

CREDIT FOR PRIOR LIFE-WORK EXPERIENCE

Under no circumstances will a student be allowed to receive credit for prior life or professional experience. Academic credit for life experience and previous work experience is not substituted for coursework within the curriculum. Students are encouraged to embrace a student-learning role even when they have prior social work experience as this will allow for new and diverse social work strategies.

DEFINITION OF ROLES

Practicum Instructors (also referred to as Supervisor): This person is agency-based and agency-funded with primary, direct or indirect responsibility for addressing the initial and ongoing educational needs of students during internship. The Practicum Instructor will

provide weekly individual supervision, approve tasks assigned, and regularly assess/evaluate the student's progress. This person is perhaps the most crucial and vital to students' placement experience. The Practicum Instructor must be approved by the MSW Program and must be a minimum of 2 years post their MSW degree from a CSWE-accredited program and must have taken a FI training with one of our local universities. In some instances where the agency does not have MSW staff, they will provide an external Practicum Instructor who is not internal to the agency but who is familiar with the efforts of the agency. With the exception of a few arrangements, the MSW Department does not provide faculty to serve as Practicum Instructors.

Preceptor: This is also an agency-based person who *may* be delegated supervisory responsibility for students by the agency Practicum Instructor. It is not necessary that the Preceptor be an MSW; however, it is useful that the preceptor have a strong connection to the agency and its clients. It is important that the Preceptor and Practicum Instructor communicate on a weekly basis to discuss the student's tasks and progress.

Faculty Liaison: This is a CSUDH faculty who conducts weekly seminar (course 540, 541, 570 and 571) and one site visit per semester to each placement site. This faculty has ongoing, direct contact with students and agencies and collaborates with the Practice Education Team. This Faculty is the point-person for students with regards to any practicum experience.

Practicum Coordinator: Provides support to the Assistant Director and Director of Practice Education by placing students, negotiating contracts with agencies serving as placement sites, and monitors practicum activities.

Assistant Director of Practice Education: Provides support to the Director of Practice Education by placing students, negotiating contracts with placement sites, and monitors practicum activities.

Director of Practice Education: This person has overall, direct responsibility for the practicum component. This includes, but is not limited to the negotiation of contracts for placement sites, the placement of students, and the ongoing monitoring of other practicum activities.

AGREEMENT TO PROVIDE A PLACEMENT FOR MSW STUDENT AND DESCRIPTION OF RESPONSIBILITIES

This agreement outlines the basic guidelines for the provision of an educationally-focused internship experience for graduate social work students. The participating community agencies, students and the University are engaged in a mutual partnership in the provision of placement 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 STUDENT

1. Accept and abide by policies and guidelines established by the agency. This includes areas such as agency hours of operation and the hours students are expected to present and engaged, documentation requirements, participation in required agency meetings, agency policies on confidentiality, protection of agency, staff and client rights. Students are not to photograph clients nor post photos or communication about their clients, practicum instructors or staff on social media sites.
2. Accept and abide by policies and guidelines established by the Department of Social Work for the educationally focused placement experience.
3. Review and sign Statement of Understanding and Practicum Manual Signature Page, acknowledging agreement to uphold the policies outlined.
4. Complete all required generalist practice and specialized practice-year internship hours at **one placement site each year**. Students are required to complete all hours in one year consisting of two consecutive semesters, each with a passing grade. **Students who are dismissed from their internship for performance reasons will be responsible to repeat the completed hours**. Replacing the student into another agency can often be a slow process and this process may delay students' progression into the following seminar course. In the case the student is not replaced in time to complete the hours for the academic year, the student will have to repeat the seminar course. Graduate level courses can be repeated only once. Students who cannot successfully complete their internship for the second time will be recommended for dismissal from the program.
5. Accept and abide by the National Association of Social Workers Code of Ethics (<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>) at all times.
6. Participate actively in the educational experience of placement by developing the Learning Agreement in conjunction with the Practicum Instructor, preparing for and participating in weekly supervision conferences, participating in the evaluation conferences with the Practicum Instructor and Faculty Liaison and completing the required amount of process recordings (templates will be provided by Faculty Liaison and can be found in our Canvas page).
7. Actively participating in weekly seminar class. The students' contribution to the class process enriches everyone's learning, and **it is imperative that students use this class time to share their progress and/or any concerns regarding internship with their assigned Faculty Liaison**.
8. All students will be required to complete a minimum of 8 process recordings in a timely manner, per semester, not to exceed one process recording at a time. The student may be required to complete more than 8 per semester at the request of the Practicum Instructor or Faculty Liaison.
9. Function in a responsible manner consistent with social work standards, values and ethics in interactions with clients, colleagues and the community.
10. Students must utilize the Student Intern Calendar to discuss practicum days and University breaks with their Practicum Instructor. Students are encouraged

to plan for self-care during Winter and Spring breaks. Students placed in agencies serving clients with a high-level of care are encouraged to discuss warm handoffs with practicum instructor so that high-need clients receive continuity of care and appropriate services during these breaks. Students are encouraged to discuss a healthy balance between self-care and obligations with their Practicum instructors and Faculty Liaison. These obligations and values are inherent in professional social work practice.

11. Complete self-evaluation to reflect knowledge and skills gained at the end of each semester. Students are responsible to review this comprehensive evaluation with Practicum Instructor and to submit with signatures in a timely manner.
12. Complete the Perceived Teaching Effectiveness survey at the end of the semester to evaluate the performance of the Faculty Liaison.

RESPONSIBILITIES OF THE PRACTICUM INSTRUCTOR

1. Provide an educationally focused placement experience in accordance with policies and procedures of the Department of Social Work, including utilization of learning agreements and evaluations, educationally-based process recordings, supervision requirements, provision of appropriate learning experiences, etc.
2. Be available in the agency during the placement hours when the student is present.
3. Attend Practicum Instructor orientation and trainings and other placement-related activities throughout the academic year.
4. Provide the student an agency orientation at the beginning of the placement period.
5. Develop a Learning Agreement in conjunction with the interning student to identify measurable learning opportunities and describe the agency's expectations.
6. 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.
7. Maintain communication with assigned Faculty Liaison regarding student performance, potential difficulties or areas of concern, or changes in the agency that impact the placement experience when they first arise. Collaborate with Faculty Liaison on the development of a performance contract if needed to ensure student successfully completes the internship.
8. Provide educationally-focused experiences and opportunities for student learning based on the learning agreement objectives and action plans.
9. Review educationally-based process recordings and provide written feedback to students on a weekly basis.
10. Meet with the Faculty Liaison during the semester to assess student progress and coordinate learning experiences.
11. Provide a written Skills Evaluation at the end of each semester to outline students' progress and further learning goals and needs in the Narrative section; submit evaluation with signature by the end of the semester. Discuss these suggestions with student to identify opportunities.
12. Complete an evaluation of the Faculty Liaison at the end of each academic year.

RESPONSIBILITIES OF THE AGENCY

1. Partner with the University and Department of Social Work to support practicum policies and guidelines.
2. Share commitment to the educational objectives inherent in the MSW curriculum.
3. Provide appropriate office space, telephone access, supplies and other necessary materials to enable a student to function effectively. During a pandemic and/or local health alerts periods, also provide a safe environment that enhances social distancing protocols.
4. Designate qualified Practicum Instructors who possess an MSW from a CSWE accredited program who is at minimum 2-years post-grad.
5. Modify the schedules of any employee selected to be a Practicum Instructor to assure that adequate time is available for teaching and activities such as weekly supervision, meetings and/or training sessions at the University.
6. Provide any needed assistance to the Practicum Instructor in developing appropriate teaching experiences within the agency.
7. Adhere to policies and practices reflecting nondiscrimination applied to clients, staff and students.
8. Inform the Department of Social Work of any change in administration of the agency that impacts the internship placement.
9. Complete an Affiliation Agreement with the University Office of Procurement, Contracts, Logistical and Support Services.

RESPONSIBILITIES OF THE FACULTY LIAISON

1. Assign the course credit for internship in consultation with the Practicum Instructor, the written evaluation prepared by the Practicum Instructor, and based upon the participation of the student in the required seminar class.
2. Teach and facilitate the regular seminar with a group of assigned students, focusing on the goals, objectives and course content area of the seminar.
3. Assist the student and practicum instructor with the on-boarding process with Intern Placement Tracking (IPT) system; add new practicum instructors to IPT and provide technical assistance throughout the semester to students and practicum instructors.
4. Review and provide feedback to individual Learning Agreements developed by each student and practicum instructors.
5. Review the Comprehensive Evaluation to ensure professional growth captured in the narrative as completed and signed by the practicum instructor.
6. Facilitate and complete the mid-semester student evaluation with the student and practicum instructor and preceptor (if available) once per semester. Ensure that student and practicum instructor have signed off on the evaluation and that it is properly uploaded onto the database.

7. Ensure that the student is making satisfactory progress in practicum and coordinate communication with Practicum Instructor in case there are any concerns regarding the students' growth in practice.
8. Visit assigned students and Practicum instructors in their agency setting in the fall and spring semesters to provide ongoing consultation and collaboration and to enhance the effectiveness of the placement experience and its integration with classroom learning.
9. Attend regularly scheduled Faculty Liaison meetings and be involved in the development and review of the internship.
10. Ensure that students have completed and uploaded all requirements: process recordings, supervision, student internship calendar/intern hours, and updated their CSWE Stats on IPT before assigning a final grade of CREDIT.
11. Provide evaluative feedback to the Practice Education Team about assigned agencies, practicum instructors, and preceptors.
12. Communicate and consult with Director of Practicum and faculty liaison in a timely manner if a student requires additional support in their placement.

RESPONSIBILITIES OF THE DIRECTOR OF PRACTICE EDUCATION

1. Assume overall responsibility for the development and administration of the practicum program.
2. Review, evaluate, and approve agencies interested in participating with the Department of Social Work as a internship placement agency.
3. Initiate and renew MOUs with prospective agencies and the University Office of Contracts, Procurement, Logistical and Support Services.
4. Designate agencies in which students will be placed for their practicum experience at the graduate level.
5. Develop policies and procedures to guide the practicum sequence in an educationally sound manner and share with participating agencies these policies, procedures and guidelines.
6. Select and recommend students for placement in agencies based upon the educational needs and learning objectives of the students and the experiences the agency has to offer. Students will complete a confirmation interview with the prospective Practicum Instructor prior to finalization of the placement agreement.
7. Conduct orientation and training sessions for all Practicum Instructors.
8. Provide relevant training materials to all Practicum Instructors, including selected articles and materials, course outlines and reading lists and bibliographies.
9. Assess concerns that may deem removal/replacement of students and ensure due process to student, Practicum Instructor, and agency.
10. Review and assess students' requests for Employment-based internship opportunities in their second year of internship.

RESPONSIBILITIES OF THE MASTER OF SOCIAL WORK DEPARTMENT

1. Provide clear expectations and procedures for the implementation of the Internship program.
2. Provide an orientation to the University and the Department of Social Work policies, procedures and philosophy.
3. Maintain ongoing, formal communication and linkages with community agencies participating as placement sites.
4. Provide a Faculty Liaison to each agency who will serve as the major link between the agency, the Practicum Instructor, the student, and the Department of Social Work.
5. Provide training to Practicum instructors around issues of practicum instruction, supervision, and other relevant issues.
6. Provide ongoing support and assistance to the Practicum instructors to enhance the provision of an educationally-focused placement.
7. Provide ongoing support and assistance to the Faculty liaisons around student and agency-related issues.

PLACEMENT DETAILS

ENROLLMENT IN INTERNSHIP PLACEMENT

- Internship credit will not be given for any student's work or undergraduate educational experience prior to admission to the MSW program.
- Students sign an agreement when applying to the MSW program that they will accept the placement(s) assigned to them.
- Students sign a **Statement of Understanding** upon acceptance to the Program agreeing to the policies and procedures of the internship component.
- The schedule for the academic year model of the internship parallels the University academic year, typically internship beginning in late August and continuing through early May (start and end dates may vary slightly depending on University academic calendar).
- Some agencies may require certain clearances prior to placement, e.g., medical clearance, TB clearance, proof of measles vaccination, proof of completion of certain training activities, and criminal background check. Students placed in agencies requiring these clearances are responsible for completing the necessary activities or forms and submitting them to the agency. Some agencies pay for these clearances, but in other instances, students are responsible for the cost of Live Scan and other screening processes. Failure to submit the necessary clearance will result in the student not being eligible for that specific internship, enrolling in placement for that period. It is to be noted that students who do not onboard successfully in a timely manner run the risk of delaying the internship start date.
- Students should be able to show proof of a valid California driver's license, automobile registration and automobile insurance equivalent to State of California

minimum requirements prior to being placed and are required to maintain these requirements current throughout the entire placement period. In the case that a student does not have an automobile or valid driver's license, an attempt will be made to place the student in a suitable placement; however, there is no guarantee that CSUDH can find such placement.

- Internship days and hours are held during traditional business hours Monday – Friday 8-5 or 9-6. Weekend hours are generally not available. Practicum Instructors are often not available in the weekend. In the aftermath of the Pandemic, most placements have returned to in-person practice. Although some agencies may offer hybrid modalities of practice, the expectation of the MSW program is that students will practice in-person. The modality of practice is based on the needs of the clients served by the agency, but students and agencies are encouraged to prioritize in-person practice. In the case that the agency offers hybrid/remote practice, it is the student's responsibility to communicate with their practicum instructor and faculty liaison if they are not assigned a sufficient number of clients and responsibilities. Additionally, summer internships are not available.
- If a student who is offered hybrid or virtual practice modality is not able to show accountability for their deliverables and time management, the MSW program reserves the right to replace the student in a 100% in-person placement.
- Students must possess: 1) sufficient emotional maturity; 2) ability to succeed in the placement learning environment; and 3) ability to maintain a professional manner consistent with their level of professional education. **Deficiencies in any of these areas may result in the delay of placement or recommendation for disqualification from the MSW program. Please note that the university's policy allows graduate-level courses (seminar courses included) to be repeated only once.**
- If a student is sent out on three (3) placement interviews and is not selected by any of the placement sites, the MSW department will assess the circumstance for why the student is not selected. **If the student is unsuitable for graduate level placement, the student may be thus deemed ineligible for the MSW program.** If the student rejects three agency offers, the MSW program will assess the reasons for the student's rejected offers and if student's expectations are unrealistic, a final decision will be made on behalf of the student. This may occur at the generalist practice level OR specialized practice level and **could result in termination from the program.**
- Should a student receive negative interview feedback, they will be required to meet with members of the Practicum Team to review the feedback and to devise a plan for future interviews. Next steps in the placement process will be contingent on satisfying this requirement. Failure to meet with faculty will delay the placement process.
- If a student is dismissed from one agency due to the student's inability to meet the expectations of the program, or due to misconduct, the student will be placed on a Student Support Performance Plan to ensure the progression and success of the student's internship completion. If the student is dismissed from two (2) separate

agencies during their time in the program due to the student's not meeting expectations could be recommended for dismissal from the program.

Legal History/Background

Background issues do not disqualify a student from placement, but they may limit the options because of certain sites' screening process. Most agencies require fingerprinting, Live Scan, or other forms of background review to a criminal record or legal history.

A legal history may include prior or current involvement with the criminal justice system – including but not limited to arrests, misdemeanor conviction, felony conviction, or any other type of infraction. In the Internship Application, students are asked to disclose if they have any background check that may alter the outcomes of being placed in an agency that requests this material. Disclosing this information to the faculty will assist in ensuring that the faculty member refers students to agencies with less restrictions.

If, during the course of the program the student gets arrested or otherwise charged with a crime, no matter the type or severity, they must report the circumstances to the Director of Practice Education. A determination will be made as to how the incident impacts the placement of the student.

USE OF EMPLOYMENT AGENCY AS AN INTERNSHIP PLACEMENT SITE

Students who are employed in social service/social work agencies may request that their agency be evaluated for suitability as a placement site for their specialized practice year in practicum. With approval from the Director of Practice Education, agencies may be approved for an employment-based internship, depending on several factors: the size of the agency, the availability of multiple geographic locations and/or programs, and the agency's ability to provide supervision for the students intern. The student must initiate this process by February prior to their specialized practice year of internship. The documentation must be completed by the deadline set by the Director of Practice Education in order for an employment-based agency to be considered.

The agency must be able to meet established criteria to assure the educational focus of practicum work, to provide new and challenging experiences to the student, and to maximize learning opportunities. In order to meet the requirements of an educationally-based placement experience, the agency must meet and agree to all of the following criteria:

1. It is required that the assigned hours for internship be completed in a different program area or unit of the agency, allowing for an actual physical separation from employee duties.
2. The student must have experience with a different client population, program area or service area during internship hours.
3. The agency must be able to provide experiences for the students internship hours that are significantly different from normal work activities and duties previously assigned.

4. The students cannot use their placement hours as work hours.
5. There shall be individualized and educationally-focused case and/or project selection and assignment for practicum activities.
6. There must be a qualified Practicum Instructor available who is different from the student's employment supervisor. The Practicum Instructor must possess an MSW from an accredited school of social work and have at least two years of post-master's experience. Practicum Instructor must be available in the agency during the hours in which the student is in placement in the agency.
7. The agency must ensure the availability of release time for the Practicum Instructor to attend the Practicum Instructor Training (if not already certified) and to provide necessary practicum instruction and supervision.
8. The assignments proposed for placement must be educationally focused and be directly linked to the nine social work competencies identified in the 2022 EPAS.
9. Specific hours and/or blocks of time shall be designated as internship hours. One eight-hour block is required, and students must notify the Department of Social Work if the internship hours change.
10. The placement activities must coincide with the student's specialization area (Children Youth and Families; Community Mental Health or Community Capacity Building).
11. Agency support of the plan at all appropriate levels will be evidenced by the signed Employment- Based Practicum Request Form and learning agreement.
12. The agency must agree not to alter the practicum assignments designated in the placement agreement without consultation with and approval by the Director of Practice Education.
13. The agency fulfills all other requirements of an appropriate placement site (including the completion of an Affiliation Agreement, submission of a current resume of the Practicum Instructor and a completed Agency Profile Form).
14. Employment based internships are not available for 1st year placements. 2nd year students would have to obtain approval from the Practicum Director.

Students who wish to request that their agency of employment be evaluated for use as a placement site must submit the *Employment-Based Practicum Request Form* signed by the student, prospective agency Practicum instructor, current supervisor, and a representative of the agency administration. The Director of Practice Education will sign the form to indicate approval of the site. This agreement must be finalized before the start of the specialized practice year placement process (usually in Spring semester of the generalist year). Students should have an alternative plan developed for the completion of placement hours in the event that the proposal is not acceptable and/or does not meet the Department's educational requirements.

THE INTERNSHIP PLACEMENT AGENCY

SELECTION OF PLACEMENT AGENCIES

Historically, social agencies and social work education have worked in close collaboration. The MSW degree has been a practice-oriented degree, which is predicated on the assumption that the schools and the community of social work agencies are engaged together in the process of education. This has been accomplished through the practicum course of work that is mandated for accreditation by the CSWE. The joint endeavor is based on mutual commitment to the profession, to the development of high-quality practitioners, and to providing services of value to those we serve.

Because of students' varying interests and learning needs, we seek a variety of settings serving diverse populations. The Department of Social Work considers the placement agency as a laboratory where the students put into action that which is being taught in the classroom. The students then incorporate these experiences into their professional development. Because there is seldom a perfect sequential tie between course content and experiences in placement, strong Practicum instructors are needed to facilitate the generalization, carry-over, and integration of knowledge.

This joint endeavor is one that is mutually rewarding. Students bring to the agencies different life experiences, dedication, commitment and vitality. They often pose challenging questions that stimulate thinking and reappraisal. It is hoped that the agencies derive benefits from their affiliation with CSUDH Department of Social Work.

The goal of providing the best learning and teaching opportunity for the students is our department's priority. This can be achieved only if mutual regard exists for the integrity of each partner in the agreement, based on clear definitions of the respective roles and the responsibilities of the Department, the agency and the student as learner. It is this spirit of partnership that the Department has developed its practicum program.

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 practicum teaching site.
- Availability of a qualified Practicum Instructor who is an employee of the agency and who is available during the hours in which the student is in placement in the agency.
- Commitment to the achievement of the educational objectives of a 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 Department of Social Work philosophy and mission in the education of graduate-level social workers.
- Agency standards and philosophy which are acceptable and expected in the practice community and by the University.
- Availability of area of specialization, i.e., Children, Youth, and Families, Community Mental Health and Community Capacity Building activities.
- 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-discriminations 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.
- Agency willingness to complete an Affiliation Agreement with the University Office of Procurement, Contracts, Logistical Support and Services.

Agencies interested in being considered as a placement site will complete and submit a Agency Profile that describes the agency's service delivery system, staffing, experience with education of students, and a review of the available opportunities.

The Practice Education Team will then schedule a site visit to the agency. Ideally, 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 a timely manner, and a comprehensive assessment via a phone conversation will allow for approval of the agency as a placement site. Every effort will be made to conduct the site visit as soon as possible.

Agencies where students are placed will be evaluated at the end of each placement period, by both the student and the Faculty Liaison. Areas of evaluation will include the agency's ability to provide a comprehensive educational experience, the perceived strengths and areas for growth of the setting, the quality of the instructional abilities of the Practicum Instructor, and the overall impression of the agency.

SELECTION OF FACULTY LIAISONS

The following are requirements when selecting Faculty Liaisons:

- Possession of an MSW from a Council on Social Work Education accredited school of social work, preferably with a minimum of 5 years.
- At least two years of post-MSW practice experience.

- Demonstrated supervisory experience as a certified practicum instructor with student interns in an agency setting OR a minimum of 5 years of direct practice experience in the past 7 years
- Demonstrated evidence of strong engagement, assessment, intervention, and evaluation skills with diverse individuals, families, groups, and communities in an urban setting
- Demonstrated evidence of strong mediation, problem-solving, and group facilitation skills
- Demonstrated crisis intervention experience
- Demonstrated evidence of clear, timely, and professional communication skills, orally and in writing
- Demonstrated knowledge and application of current and relevant direct-practice and human behavior theories and interventions, including social-justice based theories, such as Critical Race Theory and Intersectionality
- Demonstrated direct practice skills reflective of current and relevant trends, such as trauma-informed care, and evidence-based approaches, such as motivational interviewing
- Demonstrated evidence of well-developed organizational and time management skills; demonstrated record of managing and prioritizing multiple tasks
- Demonstrated evidence of sound judgment and initiative in solving problems
- Demonstrated history of working collaboratively across multiple levels within a practice setting (e.g. director, supervisor, staff, interns/volunteers) and with a variety of communities and community partners
- Demonstrated evidence of strong interpersonal skills and ability to collaborate with students and agencies
- Demonstrated evidence of strong teaching ability (as verified through teaching or training evaluations)
- Willingness and availability to participate in Faculty Liaison Meetings, Practicum Instructor orientation and training, and meetings with the Practice Education Team.
- Commitment of availability for students and Practicum instructors for the entire placement period.
- Willingness to adjust workload to permit adequate time for student and Practicum Instructor consultation.

SELECTION OF PRACTICUM INSTRUCTORS

The following are requirements when selecting Practicum Instructors:

- Possession of an MSW from a Council on Social Work Education accredited school of social work; in some settings, it is preferable that the Practicum Instructor hold an LCSW/ACSW.
- At least two years of post-MSW practice experience. This is a requirement per CSWE.
- 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 Instructor will provide supervision. It is preferred that Practicum instructors will have been in their current positions for at least one year prior to supervising a student.
- Willingness and availability to participate in University activities such as orientation and training sessions, ad hoc task forces or committees and meetings with the Faculty Liaison.
- Commitment of availability for the entire academic year (late August through mid-May).
- Availability in the agency during the hours in which students are in placement in the agency (or assignment of a “Preceptor” when not available).
- 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.
- For specialized practice-year placements: knowledge in the specialization area (Children, Youth, and Families, Community Mental Health and Community Capacity Building) corresponding to students placed with them in their agency.
- In some instances, a practicum instructor who is external to the agency (or Department) may be consulted by the agency to provide supervision to the MSW student. The qualifications above apply to the External Practicum Instructor (EFI). It is anticipated that in this case agencies will choose a Preceptor to provide a broad learning experience for students. Preceptors are staff members in the agency, including both MSW/LCSWs 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. The EFI must be familiar with the agency’s mission, vision, policies, and regulations. It is imperative that the EFI maintain regular communication with the Preceptor and provide the Preceptor 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 EFI will consult with the preceptor to provide a written evaluation at the end of each semester. The designated EFI maintains overall responsibility for the student’s placement experience and is accountable for facilitating the completion of required evaluations and meetings with Faculty Liaisons. The Director of Practice Education will make exceptions to the above-mentioned criteria on a case-by-case basis.

Practicum Instructor Orientation and Training

The CSUDH Department of Social Work provides a Practicum Instructor Orientation and Training every fall semester orientation for all Practicum Instructors.

Orientation

The Orientation serves several purposes:

- Provides an opportunity for experienced practitioners to share their skills in the area of practicum instruction and supervision,

- Provides a forum for exchange of practice skills and areas of expertise, and
- Exposes the Practicum instructors to the philosophy and operation of the program at California State University, Dominguez Hills, including Critical Race Theory and Intersectionality (CRT/I).

Training

All new Practicum instructors are required to complete a Practicum Instructor Training Course that is offered by the ten schools of social work in the Los Angeles basin (APU, CSUSB, CSUDH, CSULA, CSULB, CSUN, CSUSB, LLU, UCLA, and USC). Practicum instructors and other agency staff are welcome to attend the workshops that are didactic and experiential. The course addresses the roles, responsibilities, opportunities, developmental issues, learning process, structure, theories, assessment content, cultural competence, and ethical/legal issues of social work practicum. All new Practicum instructors are asked to complete training during their first year of instruction.

The objectives of the New Practicum Instructor Training are to:

- Understand the laws, regulations, goals, ethics, and structure of clinical social work supervision and practicum education.
- Review and understand the theoretical and practice content of social work supervision and practicum education.
- Analyze critically current assumptions, approaches, and behavior in the role of supervisor and Practicum Instructor.
- Understand and be sensitive to the meaning of human diversity in supervisory, educational and therapist relationships.
- Become familiar with a variety of learning styles, tools, assumptions and goals.
- Understand the on-going process of educational and clinical assessment and reassessment, the specific mechanisms by which these are done in the context of supervision.

INTERNSHIP PLACEMENT EXPECTATIONS

The following minimum expectations are based on a typical placement situation. If circumstances related to agency difficulties or student performance make these minimum assignments and timelines impossible to complete, the Practicum Instructor should contact the Faculty Liaison immediately so that a meeting can be scheduled.

Basic Expectations

The following basic practicum work criteria will be met for each student in placement:

1. Each student shall receive a minimum of one hour of individual supervision from the Practicum Instructor each week. This weekly individual supervision requirement cannot be replaced with group supervision.
2. Students must receive written feedback on their 8 required process recordings on a regular basis. Ideally students will submit one process recording at a time

and not wait to the end of the semester to submit all at once. Practicum Instructors are not expected to review more than one recording a week.

3. Exposure to diversity in client population, including cultural, ethnic, religious beliefsystem, gender, and socioeconomic class.
4. Exposure and experience with the full range of practice activities on the continuum of social work practice including most of the following activities: information and referral, networking, case management, comprehensive psychosocial assessments, diagnostic assessments, treatment planning, crisis intervention, short-term casework, long-term casework, community outreach, and advocacy or administrative tasks, program planning, program development, program evaluation, budget procedures, staff development, personnel policies, supervision placement settings.
5. Opportunity to work with individuals and families and be a facilitator or co- facilitator in a group situation.
6. Opportunity to collaborate with other agency staff and professionals.
7. Opportunity to collaborate with other community agencies.
8. Development of knowledge of the agency structure, mission and interdependence withthe surrounding community.
9. Opportunity to participate in case conferences, including multidisciplinary conferenceswhere available, or in multidisciplinary planning conferences and activities where applicable.

Specific Expectations and Requirements of Internship Placement

It is expected that students will be exposed to a variety of experiences, tasks and activities spanning a range of complexities during the placement period. All students will receiveexposure 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.

The practicum calendar identifies timelines for various activities within the placement period, including orientation, development of the learning agreement, completion of student performance evaluations, and termination of practicum placement.

Generalist Practice-Year Internship Placement Expectations

Generalist practice-year practicum placements provide students the opportunity to develop a foundation of skills common to social work practice. These basic skills include the continuum of modalities and a range of treatment and ethical issues and theoretical models. While practicum placement experiences should include both direct and indirect service opportunities, the primary focus is on direct practice. Students are expected to be in-person with limited remote or hybrid experience. The following expectations have been developed to correspond with first-year generalist practice and specialization coursework assignments and are considered minimum expectations.

1. 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, and the role and fit of student interns into the agency's operation, as well as an orientation to the specific program or service area where the student is completing practicum-work placement hours. An individual meeting with the Practicum Instructor, which includes this information, may take place if an agency does not provide a formal orientation.
2. Throughout the placement period, the student should be exposed to indirect service activities such as participation in agency and interagency meetings, outreach programs, review of program funding sources and organizational structure, visits to community resources, etc.
3. The opportunities available to generalist-year students must coincide with the 9 core competencies appropriate for students in their first year of internship as they are socialized into the profession. Students must be given the opportunities to gain foundation and transferrable skills.
4. Throughout the placement period, the student should be exposed to a variety of experiences along the social work practice continuum, that may include information and referral, case management, community linkage, advocacy, collaboration, assessment, treatment planning, crisis intervention, short-term intervention and long-term intervention.

Over the course of the practicum placement period, the student should be involved in the following assignments/activities:

1. A minimum of 80 percent of practicum hours must be spent in direct practice, including individuals, couples, families, groups, and community assignments.
2. Completion of comprehensive psychosocial assessments.
3. Assignment of at least four ongoing, long-term cases to be seen throughout the practicum placement period, where possible. The number and type of cases varies depending on the agency definition and work expectation related to a "case."
4. Participation in case conferences.
5. Collaborative experiences with other members of the interdisciplinary or treatment team in the agency.
6. Participation in a group experience is highly recommended. If a group experience is not available in the agency, the Practicum Instructor may wish to consult with the Faculty 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 practicum 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.
7. Complete a minimum of one process recording every other week in placement (8 per semester) OR as many as the Practicum Instructor requires. Students should not expect their Practicum Instructor to review more than one process recording

a week and should plan accordingly to ensure timely completion of 8 process recordings each semester.

Specialized Practice-Year Placement Expectations

Specialized practice placements are expected to assist the student to build on the foundation of the generalist social work practice skills achieved during the first year. Students are expected to be in-person with limited remote or hybrid experience. The student is expected to handle a larger volume of cases or assignments and is expected to develop increased insight and understanding of agency and/or client systems and skills. Students may select a placement site that offers a more intensive indirect practice experience where they will further their skills in administrative activities, including organizational development, program planning and program evaluation.

1. Exposure to the specialization area of the student (Children, Youth, and Families, Community Health/Mental Health and Community Capacity Building)
2. During 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, and the role and fit of student interns 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 practicum placement hours.
3. Throughout the placement period, the student should be exposed to indirect service activities such as participation in agency and interagency meetings, outreach programs, program development and/or evaluation, and other appropriate learning opportunities.
4. 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.
5. The majority of students will carry a caseload of up to 10 clients per semester during their practicum placement, depending on the type of agency and caseload activity.

Over the course of the specialized practice-year practicum placement period, the student should be involved in the following assignments and activities:

1. If in a direct-practice setting, fifty percent of hours must be spent in direct practice activities, including work with individuals, couples, and families, where available, and group and community assignments. Less than 50% of direct practice is sometimes acceptable depending on the placement agency (fund development, administration, etc.).
2. Completion of at least one comprehensive assessment and diagnostic evaluation (can be at the community or group level).

3. Assignment of at least five ongoing, long-term cases if possible (or comparable ongoing projects). The number of cases varies depending on the agency definition and work expectation related to a “case.”
4. Assignment of a variety of cases requiring short-term intervention and activities.
5. Participation in case or staff conferences, including the presentation of a case or project to the conference group.
6. Collaboration with other members of the interdisciplinary or treatment team in the agency, including co-therapy, and collaboration on special needs.
7. Participation in a group experience as facilitator or co-facilitator.
8. Complete process recordings as required by Practicum Instructor or Faculty Liaison. A minimum of 8 is required.

HOURS REQUIREMENTS

1. Each student shall complete a minimum of **1028** hours of practicum work during the course of the MSW program. These hours must be completed in two different social work agencies. Students are in internship *16 hours a week for a minimum of 488 hours at one agency in the generalist practice year and 20 hours a week for a minimum of 540 hours at a second agency in their specialized practice year placement.* The exception is when students are working towards their Pupil Personnel Services Credential (PPSC) who are required to complete 600 hours during one academic year.
2. Practicum hours are scheduled during normal agency hours of operation (usually 8:00 AM-5:00 PM Monday through Friday). Some agencies may have slightly different operation hours. If there is an agency event in the evening or on the weekend, this is allowed on a case-by-case basis only. Weekend practicum hours are not permitted unless pre-approved by the Practice Education Team.
3. The agency and student are encouraged to collaborate to identify the hours of the week that are most appropriate for internship. Placements normally take place, for the most part, on two and a half days of the week on which on-campus classes are not scheduled. Students understand the practicum hours identified reflect the needs of the agency and clients served. Students may need to make arrangements outside of placement to ensure they can adhere to internship hours.
4. Students are required to complete one full eight (8) hour day in internship. The remainder of the hours can be scheduled with a minimum of four hours at a time. An agency may arrange for hours to be distributed over two or three days. Students must complete their student internship calendar early at the beginning of the academic year, discussed and approved by the practicum instructor. This calendar will be submitted to the assigned faculty liaison for further approval.
5. To plan and anticipate major semester timeline students must complete the student internship calendar, review with instructor, and receive approval for the academic year: See liaison for a copy of this calendar.

ATTENDANCE

1. The student is expected to comply with the approved working hours, personnel policies, and practices of the agency in which they are placed. Students are responsible to develop a student internship calendar that projects the days and hours they will be in internship to fulfill the required hours for the academic year. These hours must be reviewed and approved by the Practicum Instructor and Faculty Liaison.
2. Any necessary anticipated absences must be negotiated with the Practicum Instructor as early as possible.
3. In the case of an unanticipated absence (illness or emergency), the student shall notify the Practicum Instructor immediately of the circumstances. Failure to notify the Practicum Instructor could result in discontinuance of the student in the placement and a NO CREDIT grade. Scheduling of make-up hours should be completed as quickly as possible after the absence.
4. Internships do not offer extended leave opportunities (e.g. extended sick time maternal/paternal leave or family leave). Students who require an extended leave are encouraged to apply for a medical leave (if eligible) through the university and department (contact faculty advisor for details and to determine eligibility). Short-term time away from internships require a physician's note and a plan for making up lost hours. It is the responsibility of the students to secure a plan and to keep their faculty liaison informed.
5. Should students be impacted by universal conditions (such as the COVID-19 pandemic) and experience practicum disruption, the student is to follow the updated CDC recommendations for isolation: once students test positive (regardless of vaccination status), they are to share those results with their Practicum Instructor and follow the CDC guidelines:
<https://www.cdc.gov/media/releases/2021/s1227-isolation-quarantine-guidance.html>
 - Stay home for 5 days;
 - If symptoms resolve after 5 days and 24-hr fever-free (without the use of fever-reducers), students can resume internship;
 - Continue to wear a high-quality mask around others through day 10.
6. Students summoned to Jury Duty are encouraged to postpone their service to the summer months when internship is not in session. However, if this is not possible, the program will allow the student to continue to accrue internship hours with appropriate documentation of the length of time requested for jury duty. The faculty liaison and the practicum instructor will collaborate to create a remote practicum learning plan for the duration of jury duty. It is the responsibility of the student to keep the practicum instructor and faculty liaison involved in this planning.
7. Students in their second year of placement attending the Job Fair and whose internship falls on a Friday, must make plans in advance to request time off from their agency. Students are allowed to count the hours of the Job Fair towards internship, only if they sign in and out at the fair.
8. Students attending National Association of Social Work (NASW) Lobby Days can count those hours towards internship (8 hours max per internship day) if it falls on an internship

day. This must be approved by the practicum instructor and cleared by the faculty liaison. Plans to attend must be made in a timely manner and supporting documents must be provided to the practicum instructor.

9. The student, Practicum Instructor and Faculty Liaison should monitor ongoing completion of practicum hours throughout the academic year. Students may not “bank” hours to complete internship prior to the end of the placement period.
10. Students are expected to adhere to the practicum calendar for all placement activities, including beginning and ending dates of practicum and identified winter and spring break semester periods UNLESS otherwise negotiated with the Practicum Instructor. The Faculty Liaison should be kept informed of any deviations from the practicum calendar. Significant deviations from the calendar should be documented in writing.
11. University holidays are indicated on the practicum calendar:
 - Labor Day,
 - Veterans Day,
 - Thanksgiving and the day after Thanksgiving,
 - Martin Luther King Day,
 - Cesar Chavez Day, Memorial Day.

Students are not required to be in internships on holidays honored by the University and by the agency but may need to plan ahead in order not fall behind hours.

12. If a practicum day falls upon an agency-observed holiday that is not observed by the University, the student must make up the missed hours.
13. Students are instructed to discuss their cases with their Practicum Instructor to ensure that client continuity of care will be provided during university break periods. In some instances, students may need to provide some hours over the semester break to meet their time requirements and to meet the expectations of the agency regarding continuity of clients or projects.
14. If a student misses hours/days in placement due to illness or other special circumstance, the missed hours must be made up. A plan for making up missed hours must be completed and shared with the Practicum Instructor within one week of the missed days. If the agency follows a different set of guidelines, this must be communicated with the Faculty Liaison and the MSW Dept. The student should notify the Faculty Liaison and Director of Practice Education immediately.
15. Some agencies may be able to offer students extended experience as volunteer or paid staff following the internship period. It is expected that these conversations be clearly communicated with students and that the internship responsibilities are fully terminated prior to the new arrangements. These hours will not count towards internship hours. These situations are handled directly between the agency and student. The University has no involvement or responsibility for the students during these arrangements. The student malpractice insurance coverage does not remain in effect in these situations.

RESOLUTIONS OF PROBLEMS IN PRACTICUM

The Department of Social Work is strongly committed to helping students maximize their learning opportunities and experiences in an educational placement. The internship experience is a continuation of classroom learning. **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 to be made to assure that students' rights to due process are protected as well as assuring the appropriate protections to agency and client interests. Failure to report or disclose challenges to the Faculty Liaison when they first arise may limit the student's options for a resolution.

When a problem arises in an 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 Instructor, and other such changes. These situations are handled by Faculty Liaison, with consultation from the Director of Practice Education who makes the final decision to move a student to a different placement setting. The due process in difficult situations will consider the responsibility of students, Practicum Instructors, Faculty Liaison, and the Director of Practice Education to move towards an optimal successful resolution. Should these efforts fail to attain a successful arrangement, a selection for a new placement site will be guided by the Faculty Liaison's recommendations, availability of sites, and the learning needs of the student. In the case that a new placement cannot be found, the student may have to resume internship the next academic year, which may result in a delay in expected graduation date.

Student performance issues may include problems related to the student's demonstrated performance in professional practice areas, issues regarding ethical and professional behaviors such as inappropriate behavior in the agency, and violations of the NASW Code of Ethics. In addition, the inability to complete assigned tasks and responsibilities, inability to appropriately develop helping relationships with clients and inability to respect human diversity may affect the student's performance in the placement setting and will need to be addressed. When a student is having difficulty with professional performance, early intervention is essential. When an area of concern is identified, the following sequence of activities should occur:

Step 1

The concerned party should share their concern(s) with the opposite party i.e. student share concerns with Practicum Instructor (or vice versa). If this does not offer resolutions, the concern(s) must be discussed with the Faculty Liaison. A discussion between the student and Practicum Instructor will be required to clarify the problem area(s) and issue(s) and to identify strategies for improvement and expectations for change.

1. Practicum Instructor should communicate to the student the issues and concerns, including identified obstacles to the student's learning and adequate performance and may identify specific activities and steps that can be taken to resolve the problem areas.
2. Student should communicate with the Practicum Instructor any learning need that is not being addressed and be prepared to identify learning opportunities as solutions to the learning gaps.
3. Possible Outcomes:
 - a. Identified problems are resolved and placement continues as is.
 - b. Extenuating circumstances may result in student being reassigned to a new practicum instructor within the agency. The student will need to meet with the Director of Practice Education to review any issues of concern and the circumstances leading to the student's possible removal from original placement. Depending on how many hours the student has completed, and the completed hours may or may not count towards the required internship hours. At the time of reassignment, it will be ensured that the new agency and Practicum Instructor can support the student's learning needs.
 - c. Identified problems are not resolved; proceed to Step 2.

Step 2

Formal conference between student, Practicum Instructor and Faculty Liaison where the following tasks are completed:

1. Either the student or the Practicum Instructor, or both, communicate the problem to the Faculty Liaison.
2. The Faculty Liaison communicates with the student and Practicum Instructor individually prior to a three-way conference.
3. A three-way conference is held between the student, Practicum Instructor and Faculty Liaison to 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.
4. During the conference, a Performance Plan is developed, including a clear statement of the problem areas, re-mediation steps, expectations for change, a clearly defined evaluation process, a timeframe for remediation, and a review of possible outcomes and consequences.
5. Following the Faculty conference, the Faculty Liaison writes a formal Performance Contract that clearly identifies each of the above areas.
6. The Faculty Liaison sends a copy to each participant for their signature and returns it to the Faculty Liaison.
7. All participants sign the contract, and each individual receives a signed copy of the contract. This signifies agreement by all three parties to the content and conditions contained in the contract.
8. Once the Performance Contract is executed, the document is sent to the office of Graduate Studies and the student will be placed on Administrative Academic

Probation. If the expectations highlighted in the Performance Contract are satisfactorily met the Administrative Academic Probation can be removed at the discretion of the Director of Practice Education. If the student does not meet the expectations of the contract, the student will remain on Administrative Academic Probation throughout the duration of practicum participation. In addition, if the contract is not met per identified due dates, the Department can submit to Graduate Studies an administrative disqualification form before the semester starts. The Office of Graduate Studies will review the form and disqualify the student. The student will receive a notice from the Office of Graduate Studies.

9. Possible Outcomes:

- a. Student and agency follow through with the remediation plan resulting in satisfactory completion of contract within the specified time frame. At this point, the performance contract is considered completed.
- b. Student and agency follow through with remediation plan but does not satisfactorily complete terms of the contract. However, the Practicum Instructor and Faculty 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.
 - i. Extensions are made as an addendum to the contract and are finalized in a meeting with the student, Practicum Instructor, and Faculty Liaison, again specifying a time frame for completion of the extension, and an evaluation meeting date is set.
- c. Extenuating circumstances may result in student being reassigned to a new placement agency (pending availability). The student will need to meet with the Director of Practice Education to discuss the circumstances leading to the student's removal and to review any issues of concern. In order for the student to gain a full academic year of experience in an agency, the student may need to start their practicum hours over again if assigned to a new agency. This decision will be made on a case-by-case basis. The Director of Practice Education and Team will arrange a reassignment if they decide it is appropriately guided by the recommendations of the Faculty Liaison. In collaboration with the student, this process will be designed to set clear expectations for reassignment.
- d. Student attempts to follow through with re-mediation plan but does not show progress or satisfactorily meet the conditions of the contract within the specified time frame. Additionally, student does not demonstrate the potential to successfully complete the terms of the contract. Student is terminated from the placement with a grade of NO CREDIT in practicum seminar.
 - i. The timeframe of each contract varies based on each case.
 - ii. The agency reserves the right to terminate a student from placement if the conditions of the contract are not met.

- iii. Student does not follow through with the re-mediation plan and, therefore, does not satisfactorily meet the conditions of the contract within the specified time frame. Student is terminated from the placement with a grade of NO CREDIT in practicum seminar.
- e. Student refuses to sign the performance contract or its extension clause. Student is terminated from the placement with a grade of NO CREDIT in practicum seminar.
- f. A NO CREDIT in practicum seminar would lead to the student repeating the seminar course (540, and 541 or 570 and 571) and the repeating of internship hours. Based on policy from Graduate Studies, graduate-level courses may be repeated only once; thereafter, the student may be recommended for dismissal of the program if they do not successfully complete their replacement internship. If the NO CREDIT is the result of a violation of the Student Code of Conduct, the program will follow the University's Student Conduct Code Title 5, Article 2, Section 4130. The MSW Program will contact Student Affairs and complete an incident report and follow procedures enforcing the Student Code of Conduct. Graduate Studies will also be contacted, and the Department will follow procedures for enforcing the Student Conduct Code.
- g. If the NO CREDIT does not involve a violation of the Student Code of Conduct and/or is due to a failure of the student to meet the conditions set in the student Performance Contract, the MSW Program will contact Graduate Studies and provide a copy of the Performance Contract. Graduate Studies will contact the student regarding their recommendations.

If a student is removed from their placement, for any reason, they must meet with the Director of Practice Education to discuss the circumstances and to determine if there is cause for concern regarding performance that may impact a new site assignment. The student will likely need to re-start their practicum hours if replaced in a new agency. This decision will be made by the Practice Education Team on a case-by-case basis.

STRIKE POLICY

The Department's policy regarding student placements 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.

If an agency is in a bona fide strike situation prior to the beginning of the placement period, no students will be placed for practicum work 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 quarter placement depending on reassessment of the agency and its ability to meet the learning and educational expectations of the department. The Director of Practice Education will complete this assessment.

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.

1. The student may request not to remain in the placement agency during the period of the strike or work action. The student will be supported in this decision by the department and will suffer no academic consequences.
2. If the strike or work action continues beyond three weeks, the student will be relocated to an alternative placement site for the remainder of the academic year.
3. The student may request to remain in the placement setting during the period of strike or work action. This option will be available only when the department can be sure that the educational integrity of the placement can be maintained.

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

4. If a strike or work action continues beyond a three-week period, a reassessment of the ability of the agency to provide the appropriate supervision and educational experiences will be made by the Faculty Liaison in order to assure that the student continuing practicum work in the agency is receiving an educationally appropriate experience. If the agency is found not able to continue to meet the educational requirements of the department, the student will be relocated to another agency site until the strike or work action has been resolved and/or until the agency is able to provide the appropriate educational activities.
5. Students who miss any hours of placement due to a strike or work action will be permitted to make up practicum hours either during the regular semester, break periods, or by extending the placement into the early summer months. The Director of Practice Education will make decisions regarding missed hours make-up.

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

JURY DUTY

Students summoned to Jury Duty are encouraged to postpone their service to the summer months when internship is not in session. However, if this is not possible, the program will allow the student to continue to accrue internship hours with appropriate documentation of the length of time requested for jury duty. The faculty liaison and the practicum instructor will collaborate to create a remote practicum learning plan for the

duration of jury duty. It is the responsibility of the student to keep the practicum instructor and faculty liaison involved in this planning.

TRAVEL AND TRAVEL EXPENSES

1. Students are expected to provide transportation access to and from their placement site. Because of the wide geographic areas served by our placement agencies, it is expected that students will have an automobile available to them for practicum-related activities.
2. Students should be able to show proof of a valid California driver's license, automobile registration and insurance meeting the State of California minimum requirements prior to beginning internship and to maintain such coverages throughout the entire placement period. There are exceptions to this requirement. Please see Director of Practice Education for exceptions.
3. The University does not assume responsibility for student travel expenses.
4. The University does not assume responsibility for any claims arising from the use of an automobile by the student in the completion of placement activities.
5. Some agencies may occasionally require that students use their personal automobile for the transportation of clients. This issue should be discussed in detail between the Practicum Instructor, student, and Faculty Liaison. The student is responsible for adequate automobile insurance coverage and any necessary notification to their insurance carrier. *CSUDH strongly discourages this practice and requests that agencies do not ask students to transport clients.*
6. Some agencies requiring major travel activities reimburse for mileage accumulated during the placement hours. Agencies do not reimburse students for the costs of getting from home to the agency.

CONFIDENTIALITY

1. Students shall adhere to all policies and procedures regarding confidentiality of all client and agency issues (this includes such areas as client confidentiality, professional ethics) client rights policies, and agency rights of the agency in which they are placed.
2. Students have the responsibility of 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 that is used for educational or instructional purposes must be completely disguised so that total anonymity of the client is assured. The Practicum Instructor must clear any agency materials or information used for professional, personal, educational, or instructional purposes for classroom use.
3. Serious violations of confidentiality or other ethical or professional principles may result in the student's termination from placement and a recommendation for termination from the MSW program.

PRACTICE EDUCATION DEPARTMENT SEXUAL HARASSMENT POLICY AND PROCEDURES

The University has clearly defined procedures that are published in the University general catalog. To supplement the University's sexual harassment policy, the MSW Department maintains a sexual harassment policy pertaining to agencies with the program's graduate students in placement. It is the Department's position that the dignity and self-worth of all students is to be respected; thus, sexual harassment in placement agencies is intolerable and unacceptable. A further policy of the department is that willful false accusations of sexual harassment will not be condoned.

The Practice Education Team recognizes that, in some instances, the sexual harassment policies and procedures adopted by the University may not directly apply to the sexual harassment of a graduate student in a placement agency where they are 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 placement settings. Sexual harassment of interns can be destructive to the learning environment and psychologically and emotionally demoralizing to the student and adversely affect their performance in the agency. Sexual harassment of student interns may include harassment by a Practicum Instructor, an agency employee or another student. Sexual harassment of any student intern will not be tolerated. Any agency or practicum setting approved as a placement by the Department of Social Work shall have a written policy regarding sexual harassment. If the agency has no such policy, the Department of Social Work will strongly recommend that such a policy be developed as a condition for final approval as a placement site. The Director of Practice Education and the Faculty Liaisons will also review the school's sexual harassment policy with students initially and on an ongoing basis. When a student believes that they have been the subject of sexual harassment in the practicum setting, the student is to notify their Practicum Instructor and the Director of Practice Education.

The student may also wish to discuss the issue with their academic advisor or some other member of the social work faculty with whom they feel especially comfortable. The academic advisor or faculty member receiving the report shall notify the Director of Practice Education or the Program Chair. 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 Department of Social Work (via the Director of Practice Education or the Program Chair) will notify the appropriate agency person or office. The student's Faculty Liaison would also be notified and involved in the process.

Investigation

The investigation of a complaint of sexual harassment may include the following steps:

1. A review of the agency's sexual harassment policy.
2. A meeting with the student making the complaint. A support person may accompany the student. 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.

3. A meeting with the Practicum Instructor (i.e., if they are not the source of the sexual harassment) and/or other relevant agency personnel or administrator.
4. A meeting with the alleged violator; however, a meeting requiring the student to confront the alleged violator will not be required; and

Based on the investigation, the Director of Practice 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 placement.
2. The complaint was founded and satisfactorily addressed by the agency, but the student should be placed in another placement setting.
3. The complaint was founded and **not** satisfactorily addressed by the placement agency and the student should be placed in another placement setting.
4. The complaint was founded and **not** satisfactorily addressed by the placement setting and the agency should not continue to be used as a placement setting.
5. The complaint was unfounded and consideration for the student to remain in the placement setting will be given.
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 Human Resources Office or pursuing legal channels and remedies. No student intern will 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.

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:

- Threats or intimidation of sexual relations or sexual contact which is not freely or mutually agreeable to both parties,
- 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,

- 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.

Consensual Relationships

Consensual sexual relationships between Practicum Instructor and student or between student and agency employee are not appropriate and not permitted.

Such relationships, though they may be appropriate in other settings, are inappropriate when they occur between members of the educational faculty or staff and students. A professional power differential exists in these situations in terms of the influence and authority that one can exercise over the other. If a relationship develops during the placement period, the student and the Practicum Instructor must immediately inform the faculty so that an appropriate course of action can be determined. At the minimum, the student will be re-assigned to a different placement agency.

PRACTICE SEMINAR

The practicum seminar is designed to provide a longitudinal integrative experience for students, corresponding to beginnings, middles and endings within each individual, placement period, and the MSW program as a whole. The goals and objectives of the practicum seminar focus on empowering students to achieve integration of classroom learning with direct experiences in the internship, enabling students to examine and integrate personal and professional values plus social work values and ethics, and assisting students to understand their personal selves as participants in professional roles. The Practicum seminar includes an explicit focus on assisting students with the integration of the Educational Policy Accreditation Standards (EPAS) 2022 through a Critical Race Theory and Intersectionality lens into social work practice. The goal is for students to enter and continue in placement with a lens on critical thinking, cultural and contextual competence, and an understanding of how systems of institutional and racial oppression affect clients' life outcomes and successful continuation of services.

ATTENDANCE AND PARTICIPATION IN WEEKLY PRACTICUM SEMINAR

Students meet weekly in their practicum seminar in Generalist practice year for one hour. Time in seminar is utilized to process the events and experience of students in placement. Participation is mandatory for all students to demonstrate progression and growth in practicum. Participation is defined as actively engaging in discussions, sharing successes and challenges in placement, and providing insight into their caseload. The sequence of practicum seminar courses required in the generalist year include SW 540 and SW 541. Credit must be recommended by Faculty Liaison in order to progress into the following internship year.

Attendance and participation are mandatory. Generalist practice year students who miss two classes will be required to complete a 2- to 3-page paper. The Faculty Liaison will determine the topic of the paper. Further, if a generalist practice year student is absent from three (3) class sessions for any reason, they will be required to write a 4 to 5-page paper, meet with the Faculty Liaison and be referred to the Academic Advisor and the Practice Education Director for consultation and discussion.

Students in the Specialized practice year meet for seminar one hour and fifteen minutes every other week. Time in seminar is utilized to continue to build on skills gained in Generalist year and to expand their application in advanced skills. Participation is mandatory as a means for students to showcase their knowledge of complex issues and their abilities to address these issues. The sequence of practicum seminar courses required in the Specialized year includes SW 570 and SW 571. Specialized practice year students who miss one (1) class session will be required to complete an assignment as assigned by the Faculty Liaison.

Further, any specialized practice year MSW student who is absent from two (2) class sessions for any reason will be required to meet with the instructor and be referred to the Practice Education Director for consultation and discussion. In addition, students who are consistently having difficulty keeping up with course assignments may be referred to a meeting with the Practice Education Director and/or will need to sign a Performance Contract.

In the case that in-person attendance is disrupted for global reasons such as the pandemic, participation must be maintained via online contact. It is the responsibility of the student to ensure a reliable connection and practice online etiquette. Students should also ensure a quiet space with no distraction from family members or pets. It is encouraged that cameras remain on and students provide their undivided attention to the process of seminar. Students should avoid multitasking and be prepared to actively engage in conversation pertaining to their practicum.

Meeting with the Director of Practice Education

The student, Faculty Liaison, and Director of Practice Education will meet to clarify the problem area(s) and issue(s) and to identify strategies for improvement and expectations for change. All parties will discuss the issues and concerns, including obstacles to the student's attendance or learning/performance issues and identify specific activities and steps that can be taken to resolve the problem areas.

Possible Outcomes:

1. Identified problems are resolved and seminar continues.
2. All parties sign a Performance Contract, in which concerns are addressed and steps to remedy the issues are outlined along with a timeline to meet the desired expectations.
3. If the conditions of the Performance Contract are not met, the student meets with the Student Services Committee of the Department of Social Work and/or Program Chair and Practice Education Director to discuss their status in the program.

GRADING POLICIES FOR INTERNSHIP PLACEMENT

EVALUATION OF STUDENT PERFORMANCE IN INTERNSHIP

The practicum experience is tailored to the individual student's needs in an ongoing assessment process between the student, Practicum Instructor and Faculty Liaison. Written evaluations are completed by the Practicum Instructor and are required two times during the placement period, e.g., at the end of each academic semester. Practicum instructors will be provided with due dates for each evaluation period. Practicum Instructors and students are expected to review and discuss written evaluations.

The evaluation of student performance and development in placement is a continuous process and involves mutual participation and contributions by the Student, the Practicum Instructor, and the Faculty Liaison. It is the responsibility of the Practicum Instructor to determine to what degree the student has met the criteria established for performance, based in part on the learning agreement that is negotiated at the beginning of the fall semester work, and to make a recommendation as to CREDIT/NO-CREDIT grade.

Final responsibility for the recording of a grade rests with the Faculty Liaison.

INTERNSHIP EXPECTATIONS AND ASSIGNMENTS

Students are expected to complete 488 hours of internship during the Generalist year and 540 hours during the Specialized year. The exception is for students obtaining the Pupil Personnel Services Credential at 600 hours. In addition to attendance and participation in seminar, students are expected to complete key assignments.

Learning Agreement

Each student and Practicum Instructor will work together to develop a Learning Agreement during the beginning weeks of the fall semester. The form is housed in the Intern Placement Tracking (IPT) online system. The purpose of the Learning Agreement is to identify individual student learning objectives and educational activities/practicum experiences through which those objectives may be met, based on the Comprehensive Skills Evaluation that will serve as the evaluation tool for the placement period. The learning agreement addresses the nine major learning areas that coincide with the Educational Policies and Standards (EPAS set forth by the Council on Social Work Education CSWE) and develops specific educational activities and experiences to achieve a level of competence in each of the skill areas. The identified educational activities become the tasks that provide opportunity to practice a particular concept or skill. The Learning Agreement is contained in the document entitled: Learning Agreement/Comprehensive Skills Evaluation found in IPT.

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 integrate and build upon attained knowledge around Critical Race Theory?
- Does the activity challenge the student's interest and provide satisfaction in carrying it out?
- Is there an 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?

Each educational activity identified in the learning agreement should be evaluated at the end of each semester. 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 practicum learning experiences become available.

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

Comprehensive Skills Evaluation

Along with the Learning Agreement, the Comprehensive Skills Evaluation is contained in the document entitled: Learning Agreement/Comprehensive Evaluation found in the Intern Placement Tracking (IPT) online system. The format for the practicum evaluation is a combination skills checklist and narrative report. The Foundation Comprehensive Skills Evaluation is continually developed by a group of faculty and Practicum instructors representing the ten schools of social work in the Los Angeles basin (APU, CSUSB, CSUDH, CSULA, CSULB, CSUN, CSUSB, LLU, UCLA, and USC).

It identifies basic competencies that were developed to coincide with the Educational Policies and Standards EPAS 2022 set forth by the Council on Social Work Education. The nine basic core learning areas are:

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

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Development of Practice and Intervention Skills

Each section of the Learning Agreement/Comprehensive Skills Evaluation includes articulated Learning Objectives, followed by specific measures, all of which receive a grade. The grade consists of an evaluation key used in evaluating students in the following way:

- **Level 0** = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future
- **Level 1** = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
- **Level 2** = Intern understands the concept and is beginning to demonstrate the skill in this area, however, student's performance is uneven.
- **Level 3** = Intern understands the concept and has consistently met the expectations in this area
- **Level 4** = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The narrative portion of the evaluation provides an opportunity for the Practicum Instructor to make general comments and recommendations about skill achievement or deficiencies in each of the five learning areas. Additionally, a narrative explanation is required if assigning a large percentage of ratings in the 1 or 2 category (see evaluation for explicit instructions).

All evaluations are expected to be mutual undertakings by the student and the Practicum Instructor. The evaluation process is an integral part of the teaching-learning experience and helps determine the extent of the student's progress in relation to expectations and to plan the next steps in the student's education.

Steps for Assigning the Practicum Grade:

1. The Practicum Instructor and the student review the Learning Agreement and the Comprehensive Skills Evaluation on IPT.
2. If everyone is in agreement, the student and the Practicum Instructor sign the Comprehensive Skills Evaluation.
3. The Faculty Liaison receives email notification that the Comprehensive Skills Evaluation is ready for the Liaison's review and signature.
4. The Faculty Liaison assigns the grade based on the evaluation AND the student's performance in practicum seminar.

Process or Educationally Based Recording Requirement

California State University Dominguez Hills requires a minimum of 8 process recordings each academic semester; however, if the Practicum Instructor requires more, the student is expected to abide by the requirement of the agency. The use of recording as a teaching/learning tool in the placement experience is a requirement of the Department of

Social Work. The student will use a variety of recording types for educational purposes. The most common (and preferred) 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 interview session, as well as the dynamic interaction that is taking place. Process recordings should also include a clear statement of the purpose of the interview, the student's impressions and assessment of the interview, and plans for the next session. Other types of educationally-based recording include selective process of a meeting, with a group, or macro-based activities.

The 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.

CSUDH's various educationally-based process recordings formats plus the process recording log are found on the practicum education page of the website:

<https://www.csudh.edu/social-work/program/field-education/>

Practicum instructors and students are encouraged to use other teaching/learning tools, such as audiotapes, videotapes, observed interviews and one-way mirrors in place of written recordings. The Faculty Liaison will review written recordings during the scheduled agency site visits and may request that an example be brought to the practicum seminar. Confidentiality of clients' information will be preserved at all times. Students are additionally responsible for any recording/documentation required by the agency itself for its own records and files.

The CREDIT/NO-CREDIT system of grading applies to practicum work and the practicum seminar. The Faculty Liaison/Seminar Instructor determines the grade for practicum work based on student performance in the seminar and agency placement as reflected in the written evaluation by the Practicum Instructor and correspondence with Practicum Instructor, including at the site visit.

STUDENT WITHDRAWAL FROM PLACEMENT

If a student has a personal situation that is impacting their ability to successfully meet the requirements of the MSW program, they may request an Educational Leave from the program if it is after the first completed semester of enrollment since a GPA of 3.0 or above is required to take a leave of absence. It would include a withdrawal from all classes in which they are enrolled at the time.

- Students are expected to remain in placement for the entire internship period. If a student discontinues internship prior to the end of the internship period, they will need to begin the practicum at the beginning of the next practicum work period (the following Fall Semester). For example, if a student has completed Fall Semester and withdraws from placement in the second week of Spring Semester, the student will still have to complete an entire year of practicum work

during the next eligible semester. Students can repeat a graduate course only once before being considered for dismissal of the program.

- Students may not discontinue or withdraw from placement in lieu of receiving a grade of NO-CREDIT for that practicum work period. If a student withdraws from placement and is not in good standing, they will not be allowed to re-enroll in practicum work.
- A student who withdraws from placement in the middle of a practicum work period must be certified by the Faculty Liaison that they are in good standing and were making satisfactory progress at the time of their approved withdrawal. The special circumstances necessitating the discontinuance of practicum work will be discussed with the Faculty Liaison, the Practicum Instructor and Director of Practice Education so that appropriate arrangements can be made for the restart of placement activities. The Director of Practice Education will determine the specifics and timing of the student's re- entering the practicum work sequence. Prior to the student's re-entry into the practicum work sequence, a meeting will be held with the student and their the Faculty Advisor and another between the student and the Director of Practice Education to re-establish readiness to enter practicum work, review course work requirements, and make final arrangements for the placement.
- A student who finds that they must defer their enrollment in placement due to extenuating circumstances (e.g., illness, personal emergency, etc.) must discuss this issue with the Director of Practice Education and their academic advisor to receive written approval for this request. The course schedule of the student must also be adjusted to reflect the taking of appropriate concurrent courses when enrolled in placement. In most cases, this results in a delayed graduation date.

INCOMPLETE GRADE

An INCOMPLETE grade may be given in seminar courses. An INCOMPLETE grade signifies that a portion of the required course work has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons and that there is still a possibility of earning credit for the course. An INCOMPLETE allows a student, who shows potential, and needs additional time to demonstrate a full grasp of the required skill level. The conditions for receiving a complete will be identified by the Faculty Liaison. In order to receive credit, the student must demonstrate the appropriate level of skill. This may require the completion of additional hours beyond the standard practicum work period and may involve a new agency setting and Practicum Instructor as well as a new Faculty Liaison assignment. In this case the new Faculty Liaison and Practicum Instructor will be informed about the circumstances of the agency reassignment as well as the performance areas needing attention.

If a grade of INCOMPLETE is given in a seminar course, the remaining course requirements identified by the Practicum Instructor and student must be completed prior to the next semester of internship, as each semester is a prerequisite for the subsequent semester. The completion date for course requirements will be indicated on the INCOMPLETE grade form prepared by the Faculty Liaison and approved by the Director of Practice Education.

If a student receives a grade of INCOMPLETE in internship, the hours completed during the semester in which the INCOMPLETE grade was given will count toward the total of completed practicum work hours upon meeting all course requirements and a change in an INCOMPLETE grade to a grade of credit.

NO-CREDIT GRADE

A grade of NO-CREDIT in work means that a student may not be allowed to continue in the program, as successful completion of practicum work is a requirement for continuation in the MSW program. Failure to perform satisfactorily in the placement agency *or practicum seminar* may result in a grade of NO-CREDIT. This includes not submitting seminar assignments and irregular attendance in practicum seminar.

Termination from practicum work with a grade of NO-CREDIT means termination from the MSW program, since a passing grade in practicum work is a requirement for continuation in the program. Students who receive a grade of NO-CREDIT will be disenrolled from the program immediately. A student who has received a grade of NO-CREDIT may reapply to the MSW program after one year and if re-admitted, will be expected to demonstrate progress in those issue 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. Please refer to current University policy on the grade appeal process as listed on the CSUDH website.

ACADEMIC AND NONACADEMIC REASONS FOR TERMINATION

The faculty make a concerted effort to bring the strengths perspective into the evaluation process and to use evaluation as an integral part of the learning process. Evaluation procedures are described explicitly in each course syllabus and in this manual.

Evaluations are based on the students' written materials, exams, oral presentations, course exercises, and the ongoing learning activities in the practicum. Recognizing the importance of professional self-evaluation, an effort is made to involve students individually and collectively in a discussion of criteria for evaluation and grades earned on assignments.

The Practicum Instructor assesses students' performance in the practicum work with the collaborative involvement of Faculty Liaisons, the student, and, in some cases, the Director of Practice Education. Assessments are based on written materials, observation of performance, and oral discussions. The criteria are the learning objectives for the practicum, including individual learning objectives of each student.

If evaluations determine that a student is not accomplishing the required objectives, the faculty person directly involved discusses the situation with the student in an attempt to determine what needs to change to facilitate the student's learning. The faculty person also informs the student's advisor that the student is not doing as well as expected in the practicum seminar course or placement. The information is communicated into a memo stating the specific concerns or problems.

POLICY REGARDING TERMINATION FOR ACADEMIC AND NONACADEMIC REASONS

The MSW Program is structured to avoid having to terminate a student from the program for academic or nonacademic reasons. However, when prevention efforts have not been successful, students may be terminated from the program.

Reasons for which a student may be terminated from the MSW Program are:

1. Having a grade point average that is less than 3.0 for more than one semester.
2. Receiving a grade of NO-CREDIT in the practicum work.
3. Exhibiting behavior in class or that is assessed by the faculty to indicate an inability to perform with the maturity, sensitivity, or wisdom required for satisfactory social work practice.
4. Behaving unethically in a situation where the student knew or should have known that the behavior was unethical.
5. The student has serious difficulties accepting supervision in placement, thereby undermining their learning, and also placing clients' well-being in jeopardy.
6. The student has unresolved emotional problems that make it difficult for them to develop and maintain effective working relationships with clients.

7. The student is not capable of developing a viable helping relationship with clients due to extreme shyness, inappropriate prejudices or negative predispositions towards clients.
8. The student does not complete the required onboarding process in two (2) separate agencies, either because the student cannot follow directions or does not satisfactorily meet the required procedures in a timely manner.
9. The student is terminated from the internship and not able to complete the seminar course twice.
10. The student decides that a career in social work is not really what they want and is not motivated to complete the requirements for practicum work.

PROCEDURES FOR IMPLEMENTING TERMINATION

The procedure for implementing the termination process for academic and or nonacademic reasons includes advising the student in writing of their status, a decision by the Student Services Committee of the Department of Social Work, and an opportunity for the student to appeal.

Specific steps in the termination procedure include:

1. Any member of the faculty, the Practicum Instructor, the Director of Practice Education, or a fellow student may initiate review by communicating their concerns to the Chair of the MSW program.
2. The student's advisor will then confer with the student to:
 - a. Inform them of concerns regarding performance;
 - b. Obtain the student's perspective;
 - c. Clarify any information;
 - d. Determine if the student might wish to withdraw.
3. The faculty advisor prepares a written report that is presented to the student and the MSW program Chair. The MSW program Chair, with faculty consultation, refers the matter to the Chair of the Student Services Committee.
4. The Chair of the Student Services Committee talks to any persons with relevant information including, but not limited to, the student, the student's advisor, faculty member, Faculty Liaison, Practicum Instructor, Director of Practice Education or to the student bringing the matter to the attention of the program.
5. The Student Services Committee then makes a decision regarding termination, no termination, or remedial action. The Chair of the MSW program implements the Committee's decision with written notice to the student.
6. The student may appeal the decision to the MSW program Chair, whose decision will be final.

TERMINATION FROM PLACEMENT

In the following situations regarding placement, students may be immediately dismissed from the MSW Program:

- Imminent danger of harm to clients, other students, or other professionals in the agency, i.e., placement student is engaging in practice activities that could result in harm to the client, other students, other professionals.
- A 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.
- Disregarding or violation of agency policies and/or procedures.
- A 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 Instructor in the case of absence or extended absence with no notification or prior approval by Practicum Instructor and/or Faculty Liaison.
- Other significant professional issues or ethical concerns, i.e., dual relationships with clients, lying, or false misrepresentation of facts, etc. the student will be removed from the placement immediately. At this point, an administrative meeting will be held to review the circumstances and make a determination of the student's status in the program. This review meeting will include the Director of Practice Education, Faculty Liaison, and the student.
- Intentionally altering the Learning Agreement, Mid-Semester Site Visit Form, or Comprehensive Evaluation after the Practicum Instructor and Faculty Liaison have signed the document.

There are occasions where issues about student performance in the placement agency arise which necessitate immediate intervention, thereby eliminating some of the identified procedures for handling these issues. A Practicum Instructor may request that a student not continue in the agency before the entire procedure for handling a performance issue has been implemented. In these instances, the Faculty Liaison and Director of Practice Education will make a determination of the appropriate action steps to resolve the situation.

GRADUATE STUDIES POLICY ON PROBATION AND TERMINATION

The following language is pulled directly from the current CSUDH Graduate Student Handbook https://www.csudh.edu/Assets/csudh-sites/sociology/docs/Graduate_Studies_Handbook_8.2020_final.pdf

Administrative-Academic Probation

A graduate student may also be placed on probation for reasons other than Grade-Point Average. This is known as Administrative-Academic Probation. When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

Students will remain on Administrative-Academic probation contingent upon conditions required for their continuing in the program. The Office of Graduate Studies and Research maintains a list of students on probation and subject to disqualification.

The reasons may include:

1. Withdrawal from all or a substantial portion of a program of study in two successive terms or in any three terms.
2. Repeated failure to progress toward the stated degree objective or other program objective (when such failure appears to be due to circumstances within the control of the student).
3. Failure to comply, after due notice, with an academic requirement or regulation, which is routine for all students or for a defined group of students (example: failure to take placement tests, failure to complete a required practicum, failure to satisfy GWAR).

Disqualification

The Dean of Graduate Studies and Research (or designee), in consultation with the student's Graduate Program Coordinator, will disqualify a master's student who is on probation if the student does not, or cannot, raise the graduate Grade-Point Average to 3.00 by the completion of the second regular semester following the semester in which the Grade-Point Average fell below the minimum 3.00 standard.

If a student's Grade Point Average becomes so low that it cannot be raised to 3.00 within the prescribed limits of course work, the student will be disqualified from the graduate degree program.

Students placed on probation for reasons other than Grade Point Average will be disqualified if:

1. The conditions for removal of administrative-academic probation are not met within the periods specified.
2. The student becomes subject to academic probation while on administrative academic probation.
3. The student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

Disqualification removes a student from graduate standing and prevents further enrollment in University courses (except through University Extended Education). A student who has been disqualified from a master's degree program may not re-apply for admission to that program. A student who has been disqualified from one degree program may apply for admission to a different degree program.

Appeals related to graduate degree probation or disqualification should first be directed to the departmental Graduate Program Coordinator. Please contact the Office of Graduate Studies & Research for further information and procedures.

Administrative Disqualification

This may happen if a student was placed on administrative probation, and they did not complete their contract duties. It may also be for a student who broke a student misconduct policy. No probation may be required.

COVID-19 STATEMENT

COVID-19 is a new strain of coronavirus that has not been previously identified in humans. Coronaviruses are a large family of viruses that are known to cause illness ranging from the common cold to more severe diseases such as Severe Acute Respiratory syndrome (SARS) and Middle East Respiratory Syndrome (MERS). Public health authorities are learning more every day. Please refer to the following webpage for more information: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

The MSW program acknowledges that COVID-19 is an on-going worldwide concern. As the government works tirelessly to address this pandemic, the communities we work with continue to need mental health support. Social workers are considered “essential workers” and are on the frontline dealing with challenging situations that put themselves at-risk in an effort to enhance the overall well-being of the population they serve. All agencies and organizations the university has partnered with have created COVID-19 response plans to ensure safety precautions are in place to protect their employees, clients, interns and staff. Practicum placement is a requirement, and as a student you are expected to be available to participate in-person.

EXPOSURE TO COVID-19 DURING PLACEMENT

Students are expected to communicate with their agency and supervisor regarding their exposure to COVID. Students are expected to follow through with the agency’s COVID guidelines and expectations. Isolation requirements may slightly differ in each community. However, the general recommendation is as follows:

- Isolation is what you do if you have COVID-19 symptoms or have tested positive. Isolation means you stay home and away from others (including household members) for the recommended period of time to avoid spreading illness.

For purposes of internship, students must follow the agency’s guideline. However, for your reference, the University’s guidelines are as follow:

1. **Masking:** While masks are not currently mandated, we strongly encourage everyone to wear masks in indoor spaces, especially in crowded or poorly ventilated areas.
2. **Vaccinations:** We encourage all eligible individuals to stay up-to-date with COVID-19 vaccinations and booster shots.
3. **Testing:** If you are experiencing symptoms or have been in close contact with someone who has tested positive for COVID-19, please get tested as soon as possible.

4. **Stay Home if Unwell:** If you feel unwell or exhibit any symptoms related to COVID-19, please stay home and inform your instructors or supervisors. Your health and the well-being of others should always come first.
5. **Confidentially report COVID-19 positive results** or possible exposure by completing this [online reporting form](#).

Additional Recommendations for Staying Safe:

- **Practice Good Hygiene:** Wash your hands frequently with soap and water for at least 20 seconds or use hand sanitizer when soap is unavailable.
- **Avoid Large Gatherings:** Where possible, avoid large gatherings, especially in enclosed spaces.
- **Maintain Physical Distance:** In public spaces, try to maintain a safe distance from others, especially if you are not wearing a mask.
- **Be Mindful of Ventilation:** Keep windows open and use fans to improve indoor air circulation.

When to Quarantine/Isolate if you are Sick

Asymptomatic (no symptoms but tested positive) –

- A student has a positive test result.
- Notify the Practicum Instructor immediately.
- Notify Faculty Liaison immediately (who will notify the Practice Education Team)
- Isolate yourself.
- **Consult your healthcare provider.**
- Call the CSUDH Confidential Reporting Hotline (310) 243-2076 or visit Reporting Options at <https://www.csudh.edu/together/reporting#:~:text=CSUDH%20offers%20a%20COVID%2D19,follow%20Dup%20question%20form%20online>.
- If you continue to have no symptoms, you can be with others after:
 - 5 days have passed since the date you had your positive test.
- Student will continue to complete practicum placement duties and hours.

Consult your healthcare provider:

If you had severe illness from COVID-19 (you were admitted to a hospital and needed oxygen), your healthcare provider may recommend that you stay in isolation for longer than 10 days after your symptoms first appeared and you may need to finish your period of isolation at home.

- Call the CSUDH Confidential Reporting Hotline at (310) 243-2076 <https://www.csudh.edu/alert/reporting/>
- If student's symptoms prevent them from completing placement duties and hours, they will stop accruing internship hours until they recover.
- Faculty liaison will maintain communication with the student and agency to determine an alternate plan to make up hours (in the summer, if possible, to be

determined by the department), which will include but are not limited to remote practicum tasks, macro activities, online trainings, etc.

Worst case scenario –

- The student is hospitalized and unable to participate in practicum. Student's practicum placement will be notified, and the student's practicum placement will be deferred as they will need to take an educational leave until an alternate plan is confirmed.
- There is the possibility that the student will have to start placement over the following year if they are replaced by a different agency and/or if they need to restart training in their former placement.

APPENDIX



COLLEGE OF HEALTH,
HUMAN SERVICES, &
NURSING
DEPARTMENT OF SOCIAL
WORK, WH 385
PHONE: (310) 243-3170
FAX: (310) 928-7268

Practice Education Statement of Understanding

The statements below reflect information that has been shared with students during information sessions, emails, and orientations. *Please carefully read and initial each statement below.* Your initials next to each statement confirms acknowledgment of and agreement with the practicum requirements, including the expected level of communication between yourself and the Department's Practice Education Team. **Please keep a copy of this Document for your records and for future reference.**

_____ I understand that internships are a one-year commitment and offered in conjunction with a 4-course seminar sequence. In order to successfully progress from semester to semester, students must receive credit from the agency supervisor. An incomplete in any semester may require a repeat of the hours already completed. In addition, per University policy, students are allowed to repeat a graduate course only ONCE before the student is recommended for dismissal.

_____ Students in the first year of internship are required complete a minimum of 224 hours in the fall semester, and 264 hours in the spring semester (16 hours per week), for a required minimum of **488 hours for the academic year (unless completing 600 required for PPSC)**. Students must plan to have two (2) days per week available for their first-year internship.

_____ Students in the second year of internship are required to be in their internship a minimum of 268 hours in the fall semester, and 272 hours in the spring semester (20 hours per week), for a required minimum of **540 hours for the academic year (unless completing 600 required for PPSC)**. Students must plan to have two and a half (2½) days per week available for their second-year internship.

_____ All students entering their 1st year of internship must attend a **mandatory** Practicum Orientation mid-August prior to the start of internship in the fall as well as a **mandatory** Specialization Placement Process and Specialization Orientation prior to the start of the spring semester.

_____ Agencies often require background clearances which most often require a valid Social Security Number and/or valid California Driver's license.

_____ The majority of placement agencies are located in low-income, urban areas and operate Monday through Friday during regular business hours (8am – 5pm). Students commuting from distant areas may have to accept a placement in the greater Los Angeles area, usually in the southern region of Los Angeles County. Occasionally, the agency may ask students to provide internship hours in the evenings. Therefore, students must accept the placement assigned by the Practice Education Team and agree to be flexible in the provision of service hours.

_____ Students will make plans with their employer, as applicable and necessary, to accommodate need for internship placement during normal working hours. If I plan on maintaining a job outside of the MSW program, I am aware that CSUDH *cannot* accommodate my work schedule.

_____ Many placement agencies require students to have a car and liability insurance, be fingerprinted for criminal clearance, and/or be cleared in the child abuse registry, and/or have a physical (which may or may not include a drug screen). Students may be required to pay for these clearances, and in some cases, fees for clearance can amount to \$75. If I am unable to pay up to \$75, I will notify the Practice Education Team during my placement interview to determine what internships are available.

_____ Although the University does not conduct background checks on students, some agencies require criminal background checks for individuals working with certain client populations. Having a criminal record may prevent a student from completing their degree due to the inability to place at an appropriate internship site. If I have a criminal record, I understand that I must fully disclose it with the Practice Education Team, which will do its best to obtain a placement, though there is no guarantee. Furthermore, I understand that it is highly recommended that I disclose my history to the agency's Practicum Instructor prior to placement.

_____ I understand that I may be asked to be fully vaccinated and boosted and provide proof for the hosting agency and that it is the discretion of the agency to accept medical or religious exceptions.

_____ I understand that most agencies require in-person participation. Alternative arrangements will be discussed with Faculty Liaison.

_____ Any student who is given an opportunity to participate in internship remotely in year one, will be required to be in-person during their second year. This program does not recommend remote placements.

_____ The Department of Social Work reserves the right based on educational or professional judgment to dismiss a student whose performance in internship does not meet the minimum expectations, or whose performance is not consistent with the accepted standards for professional behavior (see NASW code of ethics).

_____ I understand that I am responsible for notifying my Practicum Liaison of any issues in internship in a timely manner. Failure to do so may impact the Department's options for remediation.

_____ A Performance Plan may be put in place to support the needs of the agency as well as my own. Failure to adhere to the Plan may result in a termination from the placement.

My signature below certifies that I have read, understood, agree to, and have initiated next to each of the above statements and am committed to being in compliance with these statements. I also understand that having a criminal record, not passing a drug or communicable disease screening, not being able to complete practicum hours during regular business hours, or not attending the mandatory practicum orientation may make me ineligible for practicum work. This could prevent me from completing the placement sequence required for the MSW degree, which in turn would preclude me from completing the MSW program. Furthermore, I understand that a criminal background may prevent me from obtaining employment in certain areas.

Please sign and upload this document **by September 6th** to the following link:

<https://www.dropbox.com/request/8gDWH93zwppmBfq1Cjix>

Name: _____

Signature: _____ Date: _____



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Practicum Manual Signature Page

Academic Year 2024-2025

Dear MSW Students:

Welcome and congratulations on your entrance into and continuation of the Master of Social Work program at California State University Dominguez Hills. Part of making this a successful journey for you is knowing how to navigate your way through this program. Although faculty and staff are here to assist you as you move through this program, the Student Manual and the Practicum Manual have been especially designed to guide you through this process.

The Practicum Education Manual is an excellent source of information and will provide you with everything you need to know regarding the mission and goals of the Department and the Code of Ethics from which we govern our practice. The Manual also includes key information about Practicum Education procedures and requirements as well as the Learning Agreement and Student Evaluation forms.

One of the greatest attributes of a social worker is their ability to utilize their resources. This Manual is one of the key resources you will receive during this program, and it is incumbent upon you to know the contents therein.

Please sign and upload this document **by September 6th** to the following link: <https://www.dropbox.com/request/ltuRdRKZ7n3CDr2wqwO5> in acknowledgement that you: 1) have downloaded the electronic version of the Practicum Education Manual on the MSW Program website, and 2) have read and agree to uphold the principles and policies within this Manual and the Code of Ethics created to govern the practices of social workers everywhere. Once again, congratulations on embarking upon this journey!

CSUDH MSW Practice Education Team

Student Name: _____ Date: _____

Student Signature: _____

