
LOMA LINDA UNIVERSITY
MASTER OF SOCIAL WORK
Field Education Field Practicum Manual
2026-2027



LOMA LINDA
UNIVERSITY

Circumstances will require that the policies, procedures, rules, and benefits described in this Handbook are updated from time to time as the University, School or Department deems necessary or appropriate

Gabby Navarro, LCSW
Director of Field Education

FORWARD

This manual has been prepared for the purposes of assisting agencies, students, and Agency Field Instructors to understand the objectives, policies, and procedures governing field education for the Master of Social Work (MSW) Program at Loma Linda University (LLU). Students and faculty will receive a copy of the manual to use as a reference guide. Students and faculty can access this manual in Canvas and through our intern placement tracking system, ELC.

PREFACE

To better assist in understanding the Field Education Program of the Department of Social Work and Social Ecology better, it is important to be familiar with the background of LLU and the School of Behavioral Health (SBH).

History: LLU grew out of the institution founded at Loma Linda, California in 1905 by the Seventh-day Adventist Church. The original schools were Nursing and Medicine. These two schools were joined by Allied Health Professions, Dentistry, Public Health, Pharmacy, Behavioral Health, and Religion.

Philosophy: As implied by the University's motto, "To Make Man Whole," the University affirms the following tenets as central to its view of education: God is the creator and sustainer of the universe; mankind's fullest development entails a growing understanding of the individual in relation to both God and society; and the quest for truth and professional expertise, in an environment permeated by religious values, benefits the individual and society and advances the ministry of the Seventh-day Adventist Church.

Mission: The mission of LLU is to further the healing and teaching ministry of Jesus Christ by educating Christian health professionals, expanding human knowledge of health, and providing compassionate health care for the whole person.

SBH: In the SBH, the essential concern of both faculty and students is the quest for meaning and service to others. Because that quest is served by knowledge, graduate students are obliged to achieve both broad and detailed mastery of their chosen field of study and to participate with the faculty in the process by which knowledge is augmented.

Department Policies: A more complete source of Department policies is located in the MSW Student Handbook.

TABLE OF CONTENTS

FORWARD.....	2
PREFACE.....	4
MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION.....	9
FIELD EDUCATION IN THE MASTER OF SOCIAL WORK CURRICULUM	10
INTRODUCTION	10
RATIONALE AND PURPOSE	10
FIELD EDUCATION GOALS	11
INTEGRATION OF THEORY AND PRACTICE	12
PROGRAM CORE COMPETENCIES AND MEASURED BEHAVIORS	12
<i>Generalist Practice Competency Descriptions and Practice Behaviors</i>	<i>12</i>
Generalist Practice Behaviors:.....	13
<i>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment Justice – Generalist Practice</i>	<i>13</i>
Generalist Practice Behaviors:.....	13
<i>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice – Generalist Practice</i>	<i>13</i>
Generalist Practice Behaviors:.....	14
<i>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice – Generalist Practice</i>	<i>14</i>
Generalist Practice Behaviors:.....	14
<i>Competency 5: Engage in Policy Practice – Generalist Practice.....</i>	<i>14</i>
Generalist Practice Behaviors:.....	14
<i>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities – Generalist Practice</i>	<i>14</i>
Generalist Practice Behaviors:.....	15
<i>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities – Generalist Practice</i>	<i>15</i>
Generalist Practice Behaviors:.....	15
<i>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities – Generalist Practice</i>	<i>15</i>
Generalist Practice Behaviors:.....	15
<i>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities – Generalist Practice</i>	<i>15</i>
Generalist Practice Behaviors:.....	16
<i>Clinical Practice Competency Descriptions and Practice Behaviors</i>	<i>16</i>
Clinical Practice specialization Practice Behaviors:	16
<i>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment Justice – Clinical Practice specialization</i>	<i>16</i>
Clinical Practice specialization Practice Behaviors:	16
<i>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice – Clinical Practice specialization</i>	<i>17</i>
Clinical Practice specialization Practice Behaviors:	17
<i>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice – Clinical Practice specialization.....</i>	<i>17</i>

Clinical Practice specialization Practice Behaviors:	17
<i>Competency 5: Engage in Policy Practice – Clinical Practice specialization</i>	18
Clinical Practice specialization Practice Behaviors:	18
<i>Competency 6: Engage with Individuals – Clinical Practice specialization</i>	18
Clinical Practice specialization Practice Behaviors:	18
<i>Competency 7: Assess Individuals – Clinical Practice specialization</i>	18
Clinical Practice specialization Practice Behaviors:	19
<i>Competency 8: Intervene with Individuals – Clinical Practice specialization</i>	19
Clinical Practice specialization Practice Behaviors:	19
<i>Competency 9: Evaluate Practice with Individuals – Clinical Practice specialization</i>	19
Clinical Practice specialization Practice Behaviors:	19
ROLES AND RESPONSIBILITIES	20
DIRECTOR OF FIELD EDUCATION	20
FIELD FACULTY LIAISON	21
<i>Seminar:</i>	21
<i>Monitoring students' field placement:</i>	21
AGENCY FIELD INSTRUCTOR	23
<i>Administrative Functions of the Agency Field Instructor:</i>	23
<i>Education Functions of the Agency Field Instructor:</i>	23
<i>Supportive Functions of the Agency Field Instructor:</i>	23
FIELD PRECEPTOR	24
FIELD COMMITTEE	24
STUDENT FIELD EDUCATION RESPONSIBILITIES	25
RESPONSIBILITIES OF THE MSW PROGRAM TO THE AGENCY	25
RESPONSIBILITIES OF THE AGENCY TO THE MSW PROGRAM	26
AN OVERVIEW OF THE FIELD EDUCATION PROGRAM	27
FIELD ORIENTATION	27
PROCESS FOR SECURING A FIELD PRACTICUM	27
<i>Referral Acceptance and Placement Confirmation</i>	28
<i>Student Financial Responsibility for Placement Requirements</i>	28
<i>First Year (Generalist) Student Placement Process</i>	28
<i>Second Year (Advanced clinical) Student Placement Process</i>	29
TIME REQUIREMENTS	30
<i>Full-time, On-campus Students (2 Years)</i>	31
<i>Part-time, On Campus Students (3 Years)</i>	31
<i>Part-time, On Campus Students (4 Years)</i>	31
<i>Online Students</i>	31
<i>Advanced Standing</i>	31
<i>Dual Degree Students</i>	31
FIELD SEMINAR CLASS	33
EXPERIENTIAL LEARNING CLOUD (ELC): INTERN PLACEMENT TRACKING	33
FIELD EDUCATIONAL GOALS AND OUTCOMES	33
<i>Learning Plan Agreement</i>	33
<i>Field Evaluation: Educational Outcome Assessment</i>	34
WHOLENESS JOURNAL	34
EDUCATIONALLY BASED PROCESS RECORDINGS	34
TIME SHEETS	34

FIELD EDUCATION EXPECTATIONS	34
<i>Basic Expectations for All Field Education Experiences</i>	35
<i>Generalist Practicum Expectations</i>	35
<i>Advanced Clinical Specialization Practicum Expectations</i>	36
PAID FIELD PRACTICUMS.....	37
OPTION FOR FINANCIAL SUPPORT IN FIELD PRACTICUMS.....	37
FIELD PRACTICUM PROCEDURES	38
FREQUENTLY ASKED QUESTIONS	39
<i>Are background checks required for students in field practicum?</i>	39
<i>How are field practicums arranged?</i>	39
<i>If I am a part-time student, in what year do I begin field placement.</i>	39
<i>If I am full-time, when do I start field placement?</i>	39
<i>Are there late afternoon or evening field practicum sites available?</i>	39
<i>Can I complete field placement hours on weekends?</i>	39
<i>Do I have to work during school breaks?</i>	39
<i>Can I change a field placement?</i>	40
<i>What if I don't complete my required hours during the quarter?</i>	40
<i>Do students have input into the selection of their field practicum site?</i>	40
<i>What occurs if I am dismissed from my field practicum?</i>	40
<i>Am I required to drive clients in my personal automobile?</i>	40
GRADING METHODS	41
OVERVIEW	41
WEEKLY SUPERVISION CONFERENCES	41
QUARTERLY ASSESSMENT CONFERENCES	41
PROGRESSIVE DISCIPLINARY PROCEDURE	41
GRADING POLICIES FOR FIELD PRACTICUMS	42
<i>Generalist Sequence: SOWK 700 & SOWK 757ABC</i>	42
<i>Advanced Clinical Sequence: SOWK 705 & SOWK 787ABC</i>	43
FIELD PRACTICUM ISSUES.....	44
INTRODUCTION	44
BACKGROUND CHECKS.....	44
HEALTH CLEARANCES	44
CHANGE OF AGENCY FIELD INSTRUCTOR DURING THE ACADEMIC YEAR.....	44
TRANSPORTATION POLICY	44
ATTENDANCE	44
CONFIDENTIALITY	45
<i>At the Agency Site</i>	45
<i>In the Classroom</i>	45
<i>On Social Networking Sites</i>	45
HIPAA	45
FIELD PRACTICUM DAYS AND HOURS.....	46
HOLIDAYS, RELIGIOUS EVENTS, MANDATED FURLOUGHS, TIME OFF	48
ILLNESS OR PRACTICUM INCIDENTS.....	48
SOCIAL WORK CONFERENCES AND MEETINGS	48
NASW LOBBY DAYS	48

ANTIRACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI).....	48
<i>Nondiscrimination</i>	48
SEXUAL HARASSMENT	48
INSURANCE	49
SAFETY IN THE WORKPLACE.....	49
STUDENT COMPORTMENT	50
ZERO TOLERANCE	51
GRIEVANCE PROCEDURE AGAINST THE AGENCY FIELD INSTRUCTOR.....	52
SELECTION OF FIELD PRACTICUM AGENCIES AND AGENCY FIELD INSTRUCTORS	53
FACTORS IN SELECTION OF AGENCIES	53
FACTORS IN SELECTION OF AGENCY FIELD INSTRUCTORS	53
AGENCY FIELD INSTRUCTOR TRAINING.....	53
DEVIATIONS FROM A TRADITIONAL FIELD PRACTICUM MODEL.....	54
SPECIAL SITUATIONS	55
FIELD PRACTICUM AT THE STUDENT'S CURRENT JOB LOCATION	55
CHANGE IN PRACTICUM PLACEMENT	55
PROCEDURE FOR CHANGE IN FIELD PRACTICUM SITE	56
REFERENCES	57

MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION

Dear Student:

Welcome to the Department of Social Work and Social Ecology in the SBH! This Field Education Manual contains information that will guide your understanding of the learning objectives, policies, procedures, and requirements of the LLU MSW Field Education Program.

Please take time to review this document thoroughly to familiarize yourself with the content. The Field Education Manual is a valuable resource for students, field faculty, and Agency Field Instructors alike. The information contained in this manual will assist you in negotiating your field experience and should be the first place you go to seek answers regarding field education. Moreover, the information within this field manual includes the policies and practices on which you will be evaluated for your field practicum experience. Knowing first-hand what will be expected of you can help to reduce uncertainty and anxiety!

The field practicum experiences are an integral part of your social work education that will help you to develop the knowledge and practice skills required of professional social work practitioners. The value of field practicum experience has stood the test of time as this is where students take their classroom instruction and put it to use with a client population. Students must demonstrate competent performance in all MSW practice behaviors to successfully complete the MSW Program. Student learning goals are guided by the Council on Social Work Education (CSWE) competencies and practice behaviors.

The MSW Field Education Program compliments the mission of LLU to “***Continue the teaching and healing ministry of Jesus Christ.***” You will be challenged as you work to understand and appreciate the needs of diverse populations. Students will be expected to integrate classroom content with direct practice in a practicum setting. As students in a graduate program, it is expected that you will take initiative for your own learning opportunities by asking a lot of questions and seeking out additional learning opportunities within your field placement. As a field faculty we are here to support your efforts toward professional development and growth.

It is the goal of our MSW Program for you to have a positive learning experience while completing your field practicum. Some of the best memories and deepest learning opportunities are made in field practicum. On behalf of the MSW Field Faculty, I wish you a successful and productive academic year!

Sincerely,

A handwritten signature in black ink, appearing to read 'Gabriela Navarro', with a horizontal line extending to the left.

Gabriela Navarro, LCSW
Director of Field Education

FIELD EDUCATION IN THE MASTER OF SOCIAL WORK CURRICULUM

INTRODUCTION

Field education is a signature pedagogy in social work education. It is in field where theory, information, and concepts come together through applied, and internalized work in a professional environment. Field education provides the guided practice needed to prepare MSW students to become advanced social work professionals.

RATIONALE AND PURPOSE

Field education, historically and currently, is an integral component of social work education. Agencies that provide practicums are legally contracted with the Department to provide practicing social workers assigned as Agency Field Instructors within their agency and approved by the Social Work Program. Certain underlying assumptions guide the organization and implementation of the practicum and give direction to agency personnel and University faculty involved with practicum education.

The assumptions are:

- Students, agencies, and faculty share a common commitment to graduate level social work education and the promotion of the MSW Program mission, goals, and objectives as the primary purpose of field education. Service to the agency, its clientele, and the community are some of the additional benefits that result from the students' involvement in field practicum.
- Field practicum occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession, and in settings where instructors model social work values and ethics at all times.
- Field practicum should provide students with preparation in one or more specific areas of social work practice and should present students with opportunities to engage in a variety of practice activities that foster the integration of empirical and practice-based knowledge and the development of professional competence.
- Field practicum is a signature pedagogy of social work education. It is grounded in the foundational principles of anti-racism, diversity, equity and inclusion (ADEI). Students are taught how to apply these principles to practice across the intersectionality of factors including but not limited to the following areas: (a) race, (b) ethnicity, (c) culture, (d) class, (e) gender, (f) sexual orientation, (g) religion, (h) physical/mental ability, (i) age, (j) national origin, and (k) gender identity. Field practicum provides students an opportunity to learn and cultivate a social work practice that is anti-racist, anti-oppressive, and multidimensionally just. This learning is accomplished through careful examination of the placement process, the agency context, and the roles of Agency Field Instructors, faculty liaisons, and students.

- Field practicum experiences are necessary to effectively translate social work knowledge into practice skills and may take a variety of forms including direct practice with individuals, families, groups, organizations, and communities.
- Agencies and the MSW Program share a commitment to social work education that is equitable and inclusive through the provision of field practicum sites and practicum instruction.
- Field practicum should present opportunities for the students to become knowledgeable about social welfare and social work practice within the larger community and should include opportunities to become aware of broad issues and trends in social welfare services.
- Agencies and institutions selected as field practicum sites provide environments that are reflective of the standards established by National Association of Social Workers (NASW) for personnel practices and interactions.
- Field practicum will provide students the opportunity to engage in cooperative and collaborative interdisciplinary practice.
- Agencies selected as field practicum sites agree to provide one hour of one-on-one supervision per week.
- Field education is evaluated based upon demonstration of achievement of the MSW Program objectives.
- Field practicum experiences should assist in preparing students for leadership roles in the future.

To this end, the Department of Social Work and Social Ecology has developed a graduate curriculum for both classroom instruction and field practicum that provide for the study of generalist and advanced clinical areas that prepares students for professional social work practice.

FIELD EDUCATION GOALS

The overall goals of field education are:

1. To provide experiential opportunities grounded in foundational practices in which core skills, associated with professional communication and interactions can be developed.
2. To provide professional experiences and educational supervision through which self-direction and awareness can be developed.
3. To promote an ecological practice perspective that regards the intersectionality of people in relationship to their environment within an historical and cultural context.
4. To provide opportunities for the integration of social work knowledge, values, and intervention skills which are grounded in ADEI principles (i.e., ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability, age, and national origin).
5. To provide opportunities for understanding and internalizing social work values, ethics, and principles into a professional practice perspective.

6. To provide opportunities for understanding and applying biological, sociological, behavioral theories, and research methodologies in the delivery and evaluation of practice and development of knowledge.
7. To provide an appreciation for the interrelationship of historical and contemporary expressions of injustice and discrimination.
8. To provide understanding of social policies and service delivery systems, and consequent appreciation for ways in which professional social workers can provide leadership in advocating and promoting needed change.
9. To advocate and effectively build collaborative relationships with allied professionals in interdisciplinary settings.

INTEGRATION OF THEORY AND PRACTICE

Field education occurs concurrently with classroom instruction. The integration of theory and practice in the orientation and seminar classes are emphasized through three avenues:

Field Orientation (SOWK 578): This course orients students to the field education requirements and core social work skills. During this two-day orientation, instruction is held regarding the field placement process, the roles of the field faculty, field policies and procedures, the development of the learning contract, professionalism and standard of conduct, and a brief introduction to the DSM.

Field Seminar Class (SOWK 678, SOWK 757, & SOWK 787 sequences): The seminar class is taken concurrently with the student's practice practicum. The two-hour class is interactive in nature. The seminar provides a forum for mutual support, case analysis, discussion of ongoing concerns, and peer learning.

General Practice Practicum (SWOK 700): This course provides students with supervised field experience in a qualified generalist practicum, where they apply generalist social work knowledge, skills, and values in compliance with the generalist practice competencies of the MSW Program. Students must re-register for this course each quarter until all 480 hours required for the generalist practice practicum have been successfully completed. The recommended pacing is 160 hours per quarter for Main Campus students and 100 hours per quarter for Online students. This course must be taken concurrently with SOWK 757A, B, or C

Clinical Practice Practicum (SOWK 705): The emphasis of SOWK 705 Clinical Practice Practicum (600 hours of practicum) reflects the clinical practice specialization and provides the depth and breadth of learning opportunities that underpin the acquisition of advanced practice capabilities. Specifically, clinical practicum experiences are expected to promote increased insight and understanding of agency and/or client systems, building on the generalist skills achieved during the generalist sequence of study.

These courses function as a bridge between fieldwork experience and academic coursework to ensure proficiencies in the following core competencies:

PROGRAM CORE COMPETENCIES AND MEASURED BEHAVIORS

Generalist Practice Competency Descriptions and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behaviors - Generalist Practice

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission,

Generalist Practice Behaviors:

1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
3. Use technology ethically and appropriately to facilitate practice outcomes; and
4. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment Justice – Generalist Practice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Generalist Practice Behaviors:

1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the

extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Generalist Practice Behaviors:

1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice – Generalist Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Generalist Practice Behaviors:

1. Apply research findings to inform and improve practice, policy, and programs; and
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice – Generalist Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Generalist Practice Behaviors:

1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social

workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Generalist Practice Behaviors:

1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities – Generalist Practice

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Generalist Practice Behaviors:

1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Generalist Practice Behaviors:

1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Generalist Practice Behaviors:

1. Select and use culturally responsive methods for evaluation of outcomes; and
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Clinical Practice Competency Descriptions and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behaviors - Clinical Practice specialization

Practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment, the strengths perspectives, the use of evidenced-based practice, professional use of self with clients, along with adherence to ethical clinical guidelines of professional behavior. Practitioners in clinical social work recognize their role on inter-professional teams in practice and the ethical use of technology tools for clinical social work practice. Practitioners in clinical social work understand and apply ethical standards, modeling ethical use of treatment modalities in practice (copied from the CSWE training example).

Clinical Practice specialization Practice Behaviors:

1. Presents as a social work professional (e.g., dress, self-management, professional language, communications, behaviors)
2. Demonstrate professional use of self with client;
3. Identify professional strengths, limitations and challenges;
4. Demonstrate their role on inter-professional teams in practice;
5. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives;
6. Use technology tools ethically for clinical social work practice; and
7. Demonstrate ethical use of clinical modalities in practice.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment Justice – Clinical Practice specialization

Practitioners in clinical social work demonstrate a deep understanding and application of social justice principles, acknowledging the inherent human rights of every individual irrespective of societal position. Going beyond mental health support and intervention, clinical social workers possess extensive knowledge of historical and intersecting injustices, such as oppression and racism, and are committed to addressing these issues within their practice. They actively recognize the adverse effects of oppressive structural barriers and advocate for strategies that dismantle these obstacles, striving for the equitable distribution of social resources, rights, and responsibilities. Through their dedication, clinical social workers safeguard civil, political, economic, social, and cultural human rights. By actively working towards eliminating barriers and promoting equity, they integrate social, racial, economic, and environmental justice into their practice, thereby empowering and nurturing the well-being of their clients through their unwavering respect for human rights.

Clinical Practice specialization Practice Behaviors:

1. Actively work to protect civil, political, economic, social, and cultural human rights for their clients;

2. Assess, intervene, and advocate for clients in ways that promote social, racial, economic, and environmental justice;
3. Advocate for interventions that dismantle oppressive structural barriers and promote the equitable distribution of social resources, rights, and responsibilities;
4. Actively engage in inter- and intra-professional relationships that contribute to systemic change and advocacy at the individual and broader systems levels; and
5. Provide inclusive care, respecting the dignity and unique needs of individuals from diverse backgrounds.

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

Clinical social workers possess an advanced understanding of how racism and oppression shape human experiences across individual, family, group, organizational, community, and policy domains. They actively engage in anti-racist practice, recognizing the pervasive impact of privilege and oppression. Clinical social workers grasp the influence of diversity and intersectionality on identity development, equity, and inclusion, considering factors such as age, class, culture, disability, ethnicity, gender, nationality, immigration status, race, religion, and sexual orientation and gender identity. They comprehend the societal and historical roots of social and racial injustices, as well as the mechanisms of oppression and discrimination. Furthermore, they embrace cultural humility and acknowledge how a culture's structures and values create privilege and power, leading to systemic oppression. Through this advanced understanding, clinical social workers are self-reflective, address power dynamics, promote social justice, and actively contribute to transformative change in their professional roles and the communities they serve.

Clinical Practice specialization Practice Behaviors:

1. Actively engage in anti-racist clinical practice, acknowledging and addressing the pervasive impact of privilege and oppression;
2. Use a cultural humility framework in their clinical work as evidenced by openness, respect, and a willingness to learn from diverse perspectives;
3. Continuously examine their own biases, privileges, and positions of power, and work to create equitable and empowering relationships with their clients; and
4. Provide culturally responsive treatments, respecting the dignity and unique needs of individuals from diverse backgrounds.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice – Clinical Practice specialization

Social workers actively utilize research to inform their clinical decision-making processes, evaluating current empirical research and engaging in advanced clinical research practices. This includes assessing treatment outcomes, ensuring quality assurance, and conducting program evaluations, all approached from an anti-racist and anti-oppressive perspective. They integrate the knowledge, experiences, and perspectives gained through direct engagement with clients, communities, and systems to shape their research endeavors, thereby contributing to the ongoing development and enhancement of social work interventions, policies, and programs. Additionally, clinical social workers effectively communicate research findings to diverse audiences, recognizing the value of evidence from a range of interprofessional and diverse research sources. By integrating these competencies, clinical social workers actively contribute to knowledge building, evidence-based practice, and the overall improvement of client outcomes.

Clinical Practice specialization Practice Behaviors:

1. Consistently seek and evaluate current empirical research to inform their clinical practice and ensure that their interventions are evidence-based;

2. Engage in advanced clinical research practices, including assessing treatment outcomes, ensuring quality assurance, and conducting program evaluations while employing rigorous research methodologies and ethical considerations in these endeavors;
3. Critically examine research designs, results, and conclusions to identify and address any inherent biases or oppressive elements;
4. Draw upon their knowledge, experiences, and insights gained from direct engagement with clients, communities, and systems to shape their use of research. in ways that are relevant and meaningful to clinical social work practice; and
5. Adapt their communication strategies ensuring that clinical research findings are accessible and applicable to various stakeholders, including clients, colleagues, policymakers, and other professionals.

Competency 5: Engage in Policy Practice – Clinical Practice specialization

Social workers identify and advocate for social policy reform at local, state, federal, and global levels to enhance access to and delivery of clinical services, promoting well-being, human rights, and justice in all areas. They identify and address historical, social, racial, cultural, economic, organizational, environmental, and global influences on social policy and clinical care, employing a rights-based, anti-oppressive, and anti-racist lens. Social workers engage in clinically informed policy formulation, analysis, implementation, and evaluation, collaborating with individuals, families, groups, organizations, and communities. Through proactively advocating for anti-racist and anti-oppressive policy practice, they strive to effect change in clinical settings, contributing to a more equitable and inclusive society.

Clinical Practice specialization Practice Behaviors:

1. Exert efforts to drive transformative change within clinical settings that contribute to equity and inclusivity.
2. Utilize a social justice, anti-racist, and anti-oppressive perspective to evaluate how social welfare policies impact the accessibility and delivery of clinical services; and
3. Utilize clinically informed critical thinking to recommend policies that promote human rights, social justice, and equitable access to clinical services.

Competency 6: Engage with Individuals – Clinical Practice specialization

Social workers employ effective engagement strategies in their clinical practice, utilizing advanced clinical theories to navigate the complex dynamics with individuals. They prioritize self-reflection to address biases, power dynamics, privileges, personal values, and experiences that may influence their interactions with diverse clients. By embracing interprofessional collaboration, clinical social workers facilitate meaningful engagement with clients, constituents, and other professionals, promoting a wholistic approach to client care that supports positive outcomes.

Clinical Practice specialization Practice Behaviors:

1. Use advanced developmental, systems, and clinical practice theories to engage clients and constituents in the promotion positive goal attainment; and
2. Actively create inclusive and supportive clinical environments by employing empathy, reflection, and appropriate use of self to engage clients in culturally responsive interactions.

Competency 7: Assess Individuals – Clinical Practice specialization

Clinical social workers, apply specialized knowledge and skills to conduct comprehensive assessments that inform the delivery of effective interventions. Further, they draw on developmental, systems, and clinical practice theories in conducting culturally responsive assessments with diverse clients and constituents. Through a collaborative process with clients and constituents, social workers use assessment data to define challenges, identify strengths, and develop mutually agreed-upon intervention plans. They consider the larger practice context and engage in interprofessional collaboration as needed, while remaining self-reflective and aware of biases, power dynamics, privilege, and personal values that may influence the assessment process and decision-making.

Clinical Practice specialization Practice Behaviors:

1. Conduct comprehensive clinical assessments by completing thorough assessment reports, utilizing appropriate assessment tools and techniques that adhere to professional clinical and social work standards and guidelines.
2. Apply specialized knowledge and theories to their clinical assessment practices, incorporating feedback from clients and colleagues to ensure the cultural sensitivity of the assessments.
3. Effectively utilize assessment data to inform the development of clinical intervention plans.

Competency 8: Intervene with Individuals – Clinical Practice specialization

Clinical social workers recognize that clinical intervention is an ongoing and integral component of advanced social work practice. They possess a deep understanding of developmental, systems, and clinical practice theories which provides the framework for the selection of culturally responsive evidence-based interventions with individuals. Drawing on their clinical practice abilities, they tailor interventions to meet the unique needs of their clients, by skillfully identifying, analyzing, and implementing evidence-informed approaches supported by the latest research and best practices. Through active engagement in interprofessional collaboration, they work alongside other professionals to achieve client goals using a coordinated and wholistic approach. Additionally, they facilitate effective transitions and endings, ensuring smooth and well-supported processes with clients and constituents.

Clinical Practice specialization Practice Behaviors:

1. Apply relevant developmental, systems, and clinical practice theories effectively when working with individuals.
2. Skillfully analyze evidence-informed approaches for integration into practice utilizing the latest research and best practices to guide decision-making and intervention strategies.
3. Consistently implement culturally responsive evidence-based interventions that align with the unique needs of clients.
4. Actively engage in collaborative efforts with other professionals, fostering interprofessional teamwork and coordination to achieve client goals.
5. Facilitate effective transitions and endings, ensuring smooth and well-supported processes with clients and constituents.

Competency 9: Evaluate Practice with Individuals – Clinical Practice specialization

Clinical social workers recognize that evaluation is integral to their work with diverse individuals. They assess processes and outcomes, aiming to improve service delivery and facilitate goal achievement. With a commitment to equity and all areas of justice, they use appropriate evaluation techniques that are culturally appropriate and sensitive to the needs of the populations they serve. Drawing on research methodologies and clinical practice theories, they critically evaluate outcomes and identify areas for improvement. By utilizing qualitative and quantitative methods, they gather data to evaluate their clinical practice and make informed decisions for the betterment of their clients.

Clinical Practice specialization Practice Behaviors:

1. Consistently assess clinical practice outcomes, utilizing appropriate research informed designs and evaluation techniques that are culturally sensitive and aligned with the needs of diverse individuals.
2. Proactively identify areas for improvement in service delivery by critically evaluating outcomes, drawing on research methodologies and clinical practice theories, and implementing evidence-based interventions and change strategies based on evaluation findings.

ROLES AND RESPONSIBILITIES

There are many key personnel involved in facilitating MSW field education. Each person, from the professor to the Agency Field Instructor, to the student, performs an essential role, thus enhancing the well-being of the whole program. The following is a description of the roles and responsibilities of the components involved in field education:

1. Director of Field Education
2. Field Faculty Liaison
3. Agency Field Instructor
4. Field Committee
5. Student's Field Education Responsibilities
6. Responsibilities of the Department of Social Work and Social Ecology to the Agency
7. Responsibilities of the Agency to the Department of Social Work and Social Ecology

DIRECTOR OF FIELD EDUCATION

The Director of Field Education is a faculty member of the LLU Department of Social Work and Social Ecology and as such, reports to the Chairperson of the Department. The Director is responsible for the coordination of practicum instruction.

Specific coordination responsibilities are:

1. Developing and accessing practicum facilities.
2. Preparing the student for the practicum through Field Seminar and Field Orientation.
3. Placing students in their respective practicums.
4. Providing to agencies significant information pertaining to the operation and development of the educational program, including the orientation and training of Agency Field Instructors.
5. Assigning of Field Faculty Liaison to agencies.
6. Planning innovations which will enhance practicum instruction.
7. Managing changes in practicum placements.
8. Maintaining and storing practicum records.

9. Overseeing the submission of practicum grades based on the recommendations of the Field Faculty Liaison.
10. Resolving concerns and problems related to all areas of field placement.
11. Developing, maintaining, and ensuring standards for field education.
12. Revising and updating the Field Education Manual when necessary.

Field Faculty Liaison

The Field Faculty Liaison serves as a mentor and point of contact between the university and the student's field placement. The liaison facilitates the field seminar classroom experience and visits students at their placement sites at least once each quarter, with additional visits as needed. They are available to help students address concerns that arise during practicum. For example, the liaison may assist with resolving conflicts at the placement site or provide guidance on meeting practicum requirements.

The Department of Social Work and Social Ecology designates Field Faculty Liaisons who serve as representatives in the field on behalf of the Department. They are responsible for teaching a field seminar section of up to 12 students and monitoring those students' field placement. Specific responsibilities include:

Seminar:

- Field Faculty Liaisons are provided a syllabus to following for each segment of their assigned practicum sequence (e.g., SOWK 757A, SOWK 757B, & SOWK 757C).
- Seminar content and activities must follow the assigned syllabus.
- Field Faculty Liaisons are responsible for tracking attendance and grading course assignments through the CANVAS shell of the assigned course.
- All communication specific to the assigned seminar section will occur through the CANVAS course shell.
- Assisting the student, agency, and Director of Field Education in resolving practicum concerns.
- Field Faculty Liaisons will report any student performance concerns to the Director of Field Education and field committee as appropriate.

Monitoring students' field placement:

- Field Faculty Liaisons begin monitoring student placements once a student has been matched with an agency and has started their field practicum.
- If a student's interview is unsuccessful then the Field Faculty Liaison will notify the Director of Field Education. The Field Faculty Liaison will also assist the Director of Field Education in re-matching the student for a new agency interview.

- All student related contact should be recorded using an advisement note submitted in the documents section of the student record in ELC.
- Field Faculty Liaisons meet with the student and Agency Field Instructor a minimum of one time each quarter.
- Liaisons keep the agency informed on current and changing department expectations regarding the content and structure of field instruction.
- Field Faculty Liaisons consult with the Agency Field Instructor regarding the development of the student's field assignments and Learning Plan.
- Field Faculty Liaisons monitor and grade student's proper and timely completion of all field documentation each term. This includes, the agency orientation check list, the learning plan agreement, time logs, process recordings, and the field practicum evaluation. Any unresolvable concerns relating to documentation will be reported to the Director of Field Education.
- Field Faculty Liaisons confer with the student and the Agency Field Instructor concerning the student's experience and performance in accordance with the department's educational expectations.
- Field Faculty Liaisons confer with the Agency Field Instructor about the student's progressive practice development.
- Field Faculty Liaisons monitor the student's conduct to ensure that it is in keeping with University standards.
- Field Faculty Liaisons assist in resolving problems between the student and Agency Field Instructor or other agency personnel.
- Any unresolvable concerns will be reported to the Director of Field Education.
- During field site visits, the Field Faculty Liaison may not share information about a student's academic progress or classroom behavior(s) with the Agency Field Instructor without written permission from the student.

AGENCY FIELD INSTRUCTOR

Agency Field Instructors serve in the capacity of monitoring and being responsible for the overall tasks and duties performed by the student. The emphasis of practicum instruction is on the development of sound educational experiences for the student based on reaching their identified educational outcomes. In working toward this, the Agency Field Instructor assumes three functions: (a) administrative, (b) educative, and (c) supportive.

Administrative Functions of the Agency Field Instructor:

1. Assigning tasks that will best meet the educational needs of the student that can be developed in relation to the student's capacity to carry out the function of the agency.
2. Meeting MSW Program requirements (i.e., attending meetings for Agency Field Instructors, writing evaluations on student performance, and submitting recommended grades).
3. Keeping the Field Faculty Liaison informed about the student's progress and raising questions or concerns as needed.
4. Providing feedback to the Department regarding various components of the curriculum and the appropriateness of the placement in helping plan the future use of the placement.
5. Advocating for the student to gain access to learning experiences within the agency and the professional community.

Education Functions of the Agency Field Instructor:

1. Assuming overall responsibility for developing the student's practicum assignment.
2. Assessing the educational needs of the student.
3. Establishing with the student learning objectives that address the student's specific needs and interests.
4. Making available to the student appropriate learning experiences in relation to each type of educational outcome.
5. Helping the student to learn and integrate theoretical knowledge based on the Agency Field Instructor's knowledge and experience.
6. Providing an educational climate that challenges the student to expand professional skills, knowledge, and values.

Supportive Functions of the Agency Field Instructor:

1. Orienting the student to the agency, its history, function, policies and procedures, and target populations.

2. Informing the student about the strengths and limitations of the agency and the community's service delivery system.
3. Working closely with the student in the actual delivery of service.
4. Integrating the student's work with that of agency personnel.
5. Scheduling the student's work week and assisting the student in meeting professional responsibilities and using time appropriately.
6. Providing one hour of formal weekly individualized student supervision. For online students, one hour of formal individualized supervision can occur every other week.
7. Providing regular feedback to the student about her/his performance in the practicum.
8. Providing quarterly feedback through the Educational Outcome Assessment form at the end of each term.

FIELD PRECEPTOR

There are some agencies that may assign both an Agency Field Instructor as well as a preceptor to be involved with the student. A preceptor may be responsible for task assignments; feedback to the assigned Agency Field Instructor on student performance; help orient the student to the practicum site (including, but not limited to, review of policies and procedures); and provide information on community resources and relationships. A preceptor's role is supplemental to the assigned Agency Field Instructor and consequently their scope of practice is limited. The Agency Field Instructor retains the primary and overall responsibility for the student's learning and evaluation.

FIELD COMMITTEE

The Field Committee is chaired by the Director of Field Education and consists of three other faculty members within the Department of Social Work and Social Ecology as well as all active Field Faculty Liaisons.

Specifically, the Field Committee is responsible for:

1. Reviewing and updating field policies and procedures.
2. Ensuring CSWE competencies are integrated into the Learning Plan, outcome evaluation, and classroom content.
3. Resolving problems and addressing all field related concerns.
4. Reviewing and determining appropriateness of requests to increase practicum hours.
5. Advising the Director of Field Education in the planning, staffing, and evaluating of the Field Education Program and field agencies.

STUDENT FIELD EDUCATION RESPONSIBILITIES

The Department of Social Work and Social Ecology regards each student as an adult learner, capable of recognizing her/his learning needs and assisting in shaping the educational process. This philosophy is exemplified by the student's responsibilities within a practicum assignment.

The student's responsibilities include the following:

1. Using the field education as an opportunity to enhance and extend her/his academic programs.
2. Assuming professional responsibility and appropriate accountability for assigned client services and other agency activities.
3. Participating in weekly or bi-weekly (for online students only) supervisor conferences with the Agency Field Instructor. This includes:
 - a. Preparing an agenda.
 - b. Presenting material representative of interventions with clients.
 - c. Sharing reactions and preparing questions about the practicum experience.
 - d. Discussing new learning needs with the practicum Agency Field Instructor.
4. Participating in selected agency activities (i.e., staff meetings, conferences, in-service trainings, and committee work) when these are not in conflict with courses, seminars, or other academic commitments.
5. Obtaining agency approval for the use of case material or records outside the agency (e.g., maintaining accepted standards of confidentiality).
6. Informing the Agency Field Instructor of classroom assignments that relate to practicum instruction.
7. Conferring with the Field Faculty Liaison about learning experiences and any problems and/or concerns related to the practicum assignment.
8. Timely completion of all documentation relating to field practicum.

RESPONSIBILITIES OF THE MSW PROGRAM TO THE AGENCY

1. Consulting about the assignment of individual students to the agency to ensure appropriate learning opportunities that fit the agency's service functions.
2. Providing the Agency Field Instructor with information about the student, the curriculum, and school policies.
3. Assisting the Agency Field Instructor through consultations and conferences.
4. Designating a member of the faculty to serve as liaison to the agency.

5. Planning periodic meetings with Agency Field Instructors to integrate practicum instruction with the total curriculum.

RESPONSIBILITIES OF THE AGENCY TO THE MSW PROGRAM

1. Admitting the student into field practicum without regard to age, race, religion, gender, lifestyle preference, or national origin.
2. Recognizing the student as a developing professional, thus, assigning tasks appropriately.
3. Providing a qualified Agency Field Instructor who has sufficient time and expertise to develop the student's learning experiences, prepare, and conduct individual student conferences (minimum of one hour weekly), attend school-sponsored meetings, and complete quarterly evaluations. An MSW Agency Field Instructor must have an MSW degree from a CSWE accredited program and two years full-time post-master's social work practice experience.
4. Providing adequate facilities and equipment appropriate to the student's needs and assignments.

AN OVERVIEW OF THE FIELD EDUCATION PROGRAM

Integral to the profession of social work is the concept of experiential training for the graduate student. This experiential learning opportunity is guided through the Field Education Program. Students are placed in a variety of settings consistent with the social work profession, objectives of the MSW Program, and the mission of the University. The Program is designed to give each student a generalist and subsequent advanced clinical practicum experience. Practicums are enhanced through a weekly interactive seminar class. Several requirements are expected of students by the Department to enhance the field education learning process. These are documented in the following sections:

FIELD ORIENTATION

All generalist and advanced standing year practicum students are required to attend an orientation training prior to the start of their field practicum experiences. This training will typically be held the week prior to the beginning of the school year. Topics for the training will include professional conduct expectations, overview of field education policies and procedures, brief overview of the DSM-5, introduction to generalist practice principles, engagement skills, self-care, instruction in personal safety, and instruction on proper completion of the field practicum documentation within ELC.

All advanced clinical field practicum students will receive reorientation training during seminar where students will review field education paperwork requirements, orient themselves to advanced standards of professional conduct, review of program policies and procedures, and review of the document requirements in the ELC system.

PROCESS FOR SECURING A FIELD PRACTICUM

The process of securing a field placement involves a tremendous amount of collaborative work between the Director of Field Education, Field Faculty Liaisons, students, field agency staff, and community partners. It is imperative that a student disclose during the field application process (first or second year) information that has a direct bearing on their suitability to work in a child welfare, health, or mental health environment. (See Background Check policy in the MSW Student Handbook.)

All students are expected to complete the Field Education application by the established deadline. Students must be available to complete field practicum hours on weekdays during normal business hours. Online students are required to set aside one weekday during normal business hours to complete field practicum in person.

In terms of starting the process for securing a field placement, the Director of Field Education reviews the field applications, and a matching appointment is established with either the Director of Field Education or a faculty designee. It is during this meeting that students are matched to a prospective agency. Once a match has been determined, a referral to the prospective practicum site is made. Students will be given the agency contact information and will initiate contact with the agency to arrange a preplacement interview.

¹ All field practicum forms are available in ELC.

Students are prohibited from, independently (on their own) initiating contact with a prospective field practicum agency. They may contact an agency at the direction of the Director of Field Education to assist in securing a placement site. Failure to comply with protocol may result in the student becoming ineligible to interview at additional agencies and will be referred to the Student Affairs Committee for review. Failure to complete the field education application or submit the application by the assigned deadline may result in a significant delay or failure to begin practicum at the assigned time.

Referral Acceptance and Placement Confirmation

Once a student has been matched with a field practicum site, the student must return a signed referral form to the Department of Social Work and Social Ecology. The signed referral serves as confirmation of the placement and must identify the student's anticipated start date, end date, and approved practicum schedule. Students may not begin field practicum activities until all required placement documentation has been completed and approved.

Student Financial Responsibility for Placement Requirements

Field practicum agencies may require students to complete pre-placement requirements as conditions of placement. These requirements may include, but are not limited to, background checks, fingerprinting, drug screening, health clearances, immunizations, certifications, professional trainings, onboarding modules, and other agency-specific compliance requirements. Unless otherwise indicated by the agency or the University, students are responsible for all costs associated with meeting placement requirements. Students should be prepared for these potential expenses when planning for field education participation.

First Year (Generalist) Student Placement Process

Students entering the generalist practicum will be contacted in person or via LLU email beginning in January of the current academic year by the Director of Field Education or faculty designee to initiate the field practicum application process. A summary of the placement is as follows:

1. Confirmation of acceptance into the MSW Program is received by the Director of Field Education from the MSW Admissions Coordinator.
2. The Field Education Administrative Assistant contacts the student to arrange for an orientation to the field education tracking software and instructions on how to complete the field education application. The student is responsible for completing the application for the Generalist Year Field Practicum and attaching a current resume.
3. Once the application is complete the administrative assistant will schedule the student to meet with the Director of Field Education or faculty designee for an agency matching appointment. During this appointment, the student's education and work background are reviewed along with determining career goals and areas of interest (i.e., mental health, child welfare, etc.).
4. The Director of Field Education will review the available practicum slots with the student and select a match. Once a match is made a referral form will be sent to the agency, student, and Field Faculty Liaison (if one has been assigned). Once received, students are advised to email and call the agency to set up a preplacement interview. Students will only be referred to one agency at a time rather than multiple placements. It is the student's responsibility to contact the agency for a preplacement interview, to keep the Director advised as to the time and date of the interview, and to provide general

feedback regarding the interview process. The Director of Field Education will forward to the agency the Placement Agreement Form which indicates whether the student will be accepted. Upon receiving information regarding acceptance or denial, the student is then contacted by the Director regarding the status of placement. If accepted at the agency, the student will subsequently sign the Field Practicum Agreement form during their field orientation (SOWK 578). Students are expected to maintain active communication with the Director of Field Education and the agency during this process in order to prevent delays in the placement process.

5. Students who are not accepted after interviewing at their third practicum assignment will meet with the Director of Field Education and the MSW Program Director to discuss readiness to enter a field placement and options for the Program. Students who demonstrate a basic incompatibility with and/or inability to perform the Program's field practicum requirements, may be dismissed from the Program.

Second Year (Advanced clinical) Student Placement Process

On-Campus students begin their Advanced Clinical Practicum selection process the January prior to beginning their second-year practicum. The Director of Field Education will visit current seminar classes and communicate with students via LLU email the process of securing a placement including the application for the Advanced Clinical Field Practicum. Online students begin their Advanced Clinical Practicum selection process the summer prior to beginning their Advanced Clinical Field Practicum Winter quarter. A summary of the placement process is as follows:

1. Students are to submit a resume and the application for Advanced Clinical Year Field Placement by the assigned deadline.
2. The field applications are reviewed by the Director of Field Education or designated faculty member and matching interviews are scheduled.
3. During the matching interview, students will be orientated to the placement process and will discuss their interests, experience, qualifications, and review scope of work at current placement site.
4. The student is subsequently provided with the name and contact person at a potential agency placement. It is the student's responsibility to contact the agency for a preplacement interview, to keep the faculty member advised as to the time and date of the visit, and to provide general feedback regarding the interview process. In some cases, the agency interviewer is responsible for contacting the faculty member with a placement decision. Upon receiving this information, the student is then contacted by the faculty member regarding the status of placement. Students are expected to maintain active communication with the Director of Field Education and the agency during this process in order to prevent delays in the placement process.
5. Students who are not accepted after interviewing at their third practicum assignment will meet with the Director of Field Education, who will then convene a meeting of the Field Committee and make a referral to the Student Affairs Committee for a disposition to be made. Students who demonstrate a basic incompatibility with and/or inability to perform the Program's field practicum requirements, may be dismissed from the Program.

Student requests to interview at a specific agency or with a population will be taken into consideration during the matching interview process, however it will not be automatically granted. The amount of time it takes to secure a placement varies depending on numerous factors (i.e., agency openings, number of students the agency may accept, work and vacation schedules, etc.). In general, most field placements are secured by June,

but it is not uncommon to secure a placement in late summer/early fall.

Students interested in interviewing with an agency that has not been preapproved as a field site may submit the name and phone number of the agency administrator to the Director of Field Education for further exploration. Students are **not** allowed to conduct an independent search for a field practicum. **Students who do not follow the administrative policies of the Field Education Program may forfeit their eligibility for placement.**

TIME REQUIREMENTS

Regardless of program option, students are not permitted to exceed 16 hours per week for Generalist Practicum students or 20 hours per week for Clinical Practicum students without written approval from the Field Committee. Committee approval is required PRIOR TO students increasing hours in practicum. No student is permitted to exceed 30 hours per week in practicum. Students wishing to change their practicum schedule after it has been established in the Learning Plan must submit a request to the Field Committee for approval. Once approved, all required documentation, including the Learning Plan, must be updated to reflect the revised schedule.

Full-time, On-campus Students (2 Years)

Full-time first year students are required to complete 16 hours per week in their field placement starting the fall quarter of their first year in the Program. Students complete a total of 480 hours in field practicum. Second year students are expected to complete 20 hours per week for a total of 600 hours in field practicum. Students complete a total of 1,080 hours of field practicum during the MSW Program.

Part-time, On Campus Students (3 Years)

Part-time generalist students are required to complete 16 hours per week in their field placement starting the fall quarter of their second year in the Program. Students complete a total of 480 hours in field practicum. Third year students are expected to complete 20 hours per week for a total of 600 hours in field practicum. Students complete a total of 1,080 hours of field practicum during the MSW Program.

Part-time, On Campus Students (4 Years)

Four-year part-time generalist students are required to complete 16 hours per week in their field placement starting the fall quarter of their second year in the Program. Students complete a total of 480 hours in field practicum. During year four, students are expected to complete 20 hours of advanced clinical practice per week for a total of 600 hours in field practicum. Students complete a total of 1,080 hours of field practicum during the MSW Program.

Online Students

Online students are required to complete 10 hours per week of practice in their field placement starting the fall quarter of their first year in the Program. In certain situations, and with prior approval from the Director of Field Education, students may be permitted to increase their field practicum hours to up to 12 hours per week. Students complete a total of 480 hours in their generalist field practicum sequence and 600 hours in their advanced clinical practicum sequence, for a total of 1,080 hours of field practicum during the MSW Program.

Advanced Standing

The field practicum for Advanced Standing students begins in the summer quarter following their admission into the MSW Program. Advanced Standing students are expected to complete a total of 800 hours in field practicum averaging 22-24 hours per week over the course of four quarters. Advanced standing students are not permitted to exceed more than 24 hours per week without written approval from the Field Committee. Committee approval is required PRIOR TO students increasing their hours in practicum. No student is permitted to exceed 30 hours per week in practicum.

Dual Degree Students

Dual degree students enrolled in the combined MSW - Criminal Justice Program are required to complete an additional 200 hours beyond the expected 1080 hours of field practicum (for a total of 1280 hours). Full-time dual degree students are expected to begin their second-year practicum in the summer quarter following completion of their first year in the Program. Part-time dual degree students begin their practicum after completing the second year in the Program.

FIELD SEMINAR CLASS

Concurrent with each field practicum is a seminar course which is required of all field students and encompasses a minimum of 20 hours per quarter of group interaction. The purpose of the seminar course is to provide a forum for discussion of practicum experiences and to integrate theoretical and practicum knowledge obtained from the field agency and course work. In addition, each student is expected to participate in role-plays, simulation of client issues, treatment planning, methods of intervening with clients, and exploring the roles/dynamics of a treatment team. These experiences are intended to assist students in their development of specific practicum competencies. Students are expected to attend all scheduled seminar classes and complete all assigned readings and assignments in order to receive a passing grade for this class. The seminar is graded on a “pass/fail.” However, a “pass” grade is based on the proficiency of at least receiving a “B” in required assignments for the class.

EXPERIENTIAL LEARNING CLOUD (ELC): INTERN PLACEMENT TRACKING

The MSW Program utilizes Experiential Learning Cloud (ELC) for its intern placement tracking software system to facilitate the management of all field placements and tracking of field forms. In using this system, students will be able to complete required field forms online. Field staff will also be able to monitor student progress and complete field assessments, providing feedback immediately to the participating student. Students will be entered into the tracking platform as a part of their initial field practicum matching process and be required to monitor and complete all tasks assigned through the ELC system.

FIELD EDUCATIONAL GOALS AND OUTCOMES

Two tools are used to identify and measure the students’ educational goals and outcomes specific to the students’ field education experiences: (a) the Learning Plan Agreement Form, and (b) the Educational Outcome Assessment (Field Evaluation). In addition, other performance measures utilized include the field seminar class assignments (i.e., case presentations, written assignments, and the Wholeness Portfolio).

Learning Plan Agreement

Students enter the MSW Program with different learning needs and levels of practice experience. The Learning Plan addresses major performance categories as outlined under MSW Program goals and CSWE competencies. The Learning Plan also helps to identify individual student needs and educational activities to guide the student in meeting the educational competencies of the field practicum. In addition, the Learning Plan is a tool for the Agency Field Instructor to identify and measure competencies and strategies toward goal attainment. It is developed through a **collaborative process** between the student and Agency Field Instructor and is to be completed within the first 3 weeks of the grading period. Students who do not have a completed and signed Learning Plan by the third week of practicum must suspend practicum attendance until the Learning Plan has been developed, approved, and signed by all required parties. Identified activities include field experiences that will provide opportunities to consistently demonstrate the CSWE Competencies and Practice Behaviors. Under each competency, a minimum of five activities (measurable tasks) are outlined that the student is expected to achieve during the year. The Learning Plan is written to encompass activities for the entire year. If additional activities are added to the Learning Plan, an addendum must be completed. A new Learning Plan is completed for each year that a student is in field placement. Copies of both the first- and second-year Learning Plans are maintained online within ELC. ELC can be accessed by going to [Experiential Learning Cloud \(formerly Loma Linda University MSW Field Education Manual\)](#)

[ELC\) - Login - Loma Linda University](#). The student is strongly encouraged to download a hard copy of the Learning Plan for their personal record.

Field Evaluation: Educational Outcome Assessment

The purpose of the Educational Outcome Assessment (Field Evaluation) is to provide an evaluation of the student's progress in field placement. The Educational Outcome Assessment measures the practice behaviors linked to the nine CSWE Competencies that describe the knowledge, values, and skills necessary for competent social work practice. The document is to be completed and submitted through ELC by the Agency Field Instructor at the end of each grading period. As in the case of the Learning Plan, the student should download a copy of the Outcome Evaluation for their personal record.

Progression in field education requires submission of all required paperwork, including the Learning Plan Agreement, Orientation Checklist, Time Logs, and Quarterly Evaluation, by the end of the grading period. All documentation—student input, Agency Field Instructor evaluation, and signatures—must be completed in the ELC system. Students who do not have a completed and signed evaluation by the end of each quarter will receive a grade of U (Unsatisfactory) for SOWK 700 or SOWK 705. Non-compliance may result in termination of placement, probationary status, and delayed graduation. Students anticipating delays in the Agency Field Instructor's evaluation must notify the Director of Field Education (copying the Program Director) via email at least three working days before the quarter ends.

WHOLENESS JOURNAL

Incorporated into the field seminar is a virtual professional Wholeness Journal, which is a reflective journaling assignment highlighting one domain of wellness for each seminar course (i.e., 757ABC & 787ABC). Students are to create a wellness goal related to the domain of wellness for each seminar course and complete five journal entries for each seminar course discussing a specified area of wholeness, tracking their progress for the goal, and finally summarizing their experience within that wellness domain.

EDUCATIONALLY BASED PROCESS RECORDINGS

It is a requirement that all students complete five (5) educationally based written process recordings for each seminar course. Main campus students are to submit one process recording every other week beginning the second week of each academic quarter. Online students are to submit one process recording every four weeks beginning the second week of their seminar course. The process recording format will be determined by the field instructor and will be reviewed during supervision. Once reviewed with the Agency Field Instructor, the intern will mark the associated process recording completed in their assignment's tasks list found within ELC. Formats of process recordings vary depending upon the agency's preference and the student's practicum maturation level. Examples of process recording formats will be reviewed with new students during Field Orientation (SOWK 578). Sample process recording templates can be downloaded through the Canvas page of the associated field seminar course. All process recordings are to be completed and submitted to their Agency Field Instructor. Students do not upload processing recording documents into ELC.

TIME SHEETS

Students are required to track their field practicum hours and describe the types of activities completed, entering this information into the ELC system each week. The Field Faculty Liaison will review and monitor these logs throughout the quarter. It is strongly recommended that students also keep a hard copy of their completed hours. Failure to submit time logs on a weekly basis or maintain accurate documentation may result in a referral to the Student Affairs Committee and potential failure of the field course. If a field practicum is failed, the student must follow the procedures for repeating the course as outlined in the MSW Student Handbook.

FIELD EDUCATION EXPECTATIONS

During the first 480 hours of field practicum, the emphasis will be on developing “generalist” practice competencies. This means utilizing a systems framework to understand the many issues that impact a client's functioning through the intersection of their bio-psycho-social-spiritual dimensions. Also, students will be learning basic interviewing and interventions skills. It is not an expectation of the Department that generalist students learn to formally diagnose clients utilizing the DSM. However, some agencies may require students to be familiar with diagnostic categories and may expose students to diagnostic practice.

Basic Expectations for All Field Education Experiences

The primary goal for all our agency partners is to provide students with practice, education, and experiences enabling them to demonstrate all CSWE competencies consistently. This can be done through the following:

1. Opportunities to utilize consultation with agency professionals, to take initiative regarding problem solving dilemmas, and to provide the opportunity for the student to participate in multidisciplinary interactions.
2. Develop awareness of community resources and the opportunity to gain first-hand knowledge of specific resources used by the agency including collaboration with community agencies.
3. Be exposed to a range of social work practice activities, specifically biopsychosocial-spiritual assessments. This can include diagnostic classification, goal setting, and consultation. Additional responsibilities include development of treatment strategies, networking, case management, and opportunities for varied treatment modalities, such as crisis intervention, time-limited and long-term treatment, and group treatment.
4. To experience a diversity of client populations including gender identity, age, race, socioeconomic class, and disabilities.
5. To have a minimum of one hour of supervision per week. One hour per week should be in traditional one-on-one supervision with additional time being made available to the student as needed. Group supervision may supplement individual supervision but **cannot** replace individual time in supervision.

Generalist Practicum Expectations

In the first 480 hours of field practicum, students are expected to complete a minimum of 50% of their weekly field hours in direct practice areas, with the exception of the first term where adequate time should be dedicated to learning the organization's policies and procedures and collaborating community organizations. Direct social work practice is the application of social work theory and/or methods to the resolution and prevention of micro, mezzo, or macro level biopsychosocial-spiritual problems experienced by individuals, families, groups, communities, and organizations in the context of social work as outlined by the professional values and code of ethics established by the National Association of Social Work (NASW). The remaining hours may be spent in supervision, agency meetings, community agency networking, collaboration, and documentation. The following are general expectations and guidelines for student caseload assignments which may vary depending on the type of agency and client population.

1. Students are expected to complete their initial orientation within the first 32 hours of placement, and begin caseload assignments within 48 hours. The Orientation Checklist, available in the online field practicum tracking system, must be completed and signed by both the student and the Agency Field Instructor. Didactic training provided by the agency may count toward field hours, as long as the 50% direct practice minimum is met. The Field Faculty Liaison will oversee compliance with these expectations.

2. Students are to be assigned the following: *(Note: When an agency is not able to meet this*

expectation, the Field Faculty Liaison will be notified and a plan to assist the student in meeting the competency will be developed.)

- a. One to six ongoing individual cases per grading period. The generalist practice student is expected to apply problem solving approaches, conduct biopsychosocial-spiritual assessments, and understand systems perspectives. Assigned cases should provide opportunities for students to thoughtfully apply selected social work theories in practice, based on the needs and context of the client.
 - b. One to three family cases per quarter involving family intervention or case management services. It is recognized that the term "family" may apply to a variety of familial patterns. Should a student not have the skills developed yet to effectively work with a family, it is strongly encouraged they first observe either a senior clinician providing family work or their direct supervisor/Agency Field Instructor.
 - c. One 6 to 8-week group experience (can be crisis/time-limited). This experience should begin no later than the second grading period to ensure adequate time for completion. The student is expected to co-facilitate a group experience. If a group experience is not available, the Agency Field Instructor should consult with the Field Faculty Liaison about the possibility of organizing a group experience at a related facility. Group experiences may be varied such as psychosocial groups, educational groups, socialization groups, etc.
 - d. One long-term case at minimum. The duration is left to the discretion of the Agency Field Instructor based on the nature of the facility, taking into consideration that the student should have the opportunity to monitor the psychosocial adjustment of the client, over several months if possible.
 - e. Students who are not provided with direct client practice opportunities will be required to discontinue their practicum placement and resume once the agency is able to provide appropriate direct practice experiences.
3. The student will actively participate in supervision. This includes discussing case management, problem solving, enhancement of the therapeutic process, and self-reflective awareness.
 4. Students will experience case conferences, in-service training, and/or staff meetings.
 5. Students will be exposed to the termination process for both students and clients.
 6. Agency Field Instructors will review reflective process recordings completed by the student to enhance their understanding of the clinical process.

Advanced Clinical Specialization Practicum Expectations

In the last 600 hours of practicum, the emphasis for students is on developing diagnostic skills and utilizing more advanced interventions in working with individuals, couples, families, and/or groups. The caseload typically involves working with progressively more complex problems. Some placement sites may expect students to use the DSM to diagnose clients and to document goals and interventions using an electronic medical record system. Advanced clinical practicum students must allocate a minimum of 50% of their field hours to direct practice with clients. Direct clinical practice is defined as the ability to clinically engage, assess, intervene and evaluate practice with individuals, families, and groups. The remaining hours may be spent in supervision, agency meetings, community agency networking, collaboration, and documentation time. Advanced clinical practicum students will be placed in behavioral health agencies, residential settings, hospitals, or other specialized nonprofit agencies. Students are to be individually supervised at a minimum of one hour every 20 practice hours while in their practicum placement. The following are expectations and guidelines for student caseload assignments. The guidelines may vary slightly depending on the type of agency and client population.

1. Preliminary orientation is expected to be completed within the first 40 hours of placement and caseload assignments are to begin within the first 60 hours. Ongoing training may be incorporated into regular field practicum hours if the minimum 50% direct practice is maintained. An Orientation Checklist will be completed through the online field practicum tracking application and signed by both the student and Agency Field Instructor. The Field Faculty Liaison will ensure compliance with these requirements.
2. Students are to be assigned: *(Note: When an agency is not able to meet this expectation, the Field Faculty Liaison will be notified and a plan to assist the student in meeting the competency will be developed.)*
 - a. Ten to twelve ongoing cases per grading period. The advanced clinical student is expected to apply therapeutic case management skills, apply diagnoses using the DSM, develop treatment plans, apply intrapersonal and interpersonal theories, and treatment intervention strategies.
 - b. Two to three cases involving family intervention, therapeutic case management, or direct therapeutic interventions. It is recognized that the term family may apply to a variety of familial patterns.
 - c. One 10 to 12-week group experience (can be crisis/time-limited). The student is to function either as a lead therapist or as a co-therapist actively facilitating the group process. For new groups, the student may be given the responsibility for designing the content and recruiting for the group. For ongoing groups, the student is expected to learn the dynamics and structure of the group. In both circumstances, the student is obligated to learn interactional processes, group interventions, and analysis. Group experiences may be varied such as psychosocial groups, educational groups, socialization groups, etc.
 - d. One long-term case at minimum. The duration is left to the discretion of the Agency Field Instructor based on the nature of the facility, taking into consideration that the student should have the opportunity to monitor the psychosocial adjustment of the client over several months.
3. Students will participate in case conferences, in-service training, and/or staff meetings.
4. The student will actively participate in weekly supervision. This includes discussing case management, problem solving, enhancement of the therapeutic process, and self-reflective awareness.
5. Students will be exposed to the termination process for both students and clients.
6. Agency Field Instructors will review weekly self-reflective process recordings completed by the student to enhance their understanding of the advanced clinical process.

PAID FIELD PRACTICUMS

The majority of field practicum are unpaid. There may be occasions where a field agency will offer a stipend or payment as part of the practicum. Rates of pay vary tremendously depending upon the practicum agency's budget or funding source. Other requirements may include an early start date, mandatory agency orientations, or an extended end date.

OPTION FOR FINANCIAL SUPPORT IN FIELD PRACTICUMS

Federal Work-Study (FWS) money provides for students an additional means of augmenting students' financial aid and in some cases, may be used as pay for completing practicum hours. Eligibility for FWS is determined by the University's Office of Financial Aid following federal guidelines for nondiscrimination. Students receiving FWS funds linked to their field practicum are not allowed to exceed their weekly scheduled hours.

FIELD PRACTICUM PROCEDURES

1. Students are assigned to start field practicum based on their academic curriculum planning guide (i.e., two-year program track, three-year program track, four-year program track, or three-year online program track).
 - a. In-person, main-campus students are required to complete a practicum during each of the two years enrolled in the program.
 - b. Three-year, main-campus part-time students complete a practicum during the second and third years of study.
 - c. Four-year part-time students may complete a practicum during the second and fourth years of study.
 - d. Three-year online students complete practicum throughout the duration of their program.
2. If extenuating circumstances (such as illness or a personal emergency) require a student to delay or change their field practicum requirements, the student must first meet with their Academic Advisor, Field Faculty Liaison, and the Director of Field Education. They must then submit a request for an alternate curriculum plan to the Student Affairs Committee. The request must be specific and include:
 - a. A proposed curriculum plan for completing practicum and concurrent program requirements.
 - b. The academic year in which the proposed plan is to be implemented.
 - c. Students must provide a statement outlining the anticipated impact of the delay on program completion and projected graduation date.
3. Field practicum placements are contractually arranged between Loma Linda University and participating agencies. These agreements represent a significant investment of agency resources, including staff time and professional expertise, to ensure an environment that supports the educational goals of social work training. Accordingly, students are expected to remain at their assigned field practicum site for the full academic year. Any student who discontinues their placement before the end of the academic year—or before all practicum requirements are fulfilled—may be required to restart the field practicum in its entirety. Consistent engagement at the assigned site is essential to support the student's professional development and to reduce disruption to the clients served. This expectation reflects the developmental nature of social work education and the time necessary to demonstrate competent practice.
4. Any student that withdraws from a practicum course and is not in good standing may not be allowed to re-enroll in field practicum.
5. Any special circumstances requiring the discontinuation of a field practicum placement must be discussed with the Field Faculty Liaison, Academic Advisor, and the Director of Field Education. In consultation, the Field Faculty Liaison and Academic Advisor will develop a proposed plan outlining the specifics and timing of the student's re-entry into the field practicum sequence. This plan is subject to approval by the Director of Field Education and will be communicated to the Student Affairs Committee to ensure that re-entry arrangements align with MSW Program guidelines.
6. Prior to the student's re-entry into the field practicum sequence, a meeting will be held with the student, Director of Field Education, Field Faculty Liaison, and academic advisor. This will determine the student's readiness to re-enter a practicum, review audit requirements, and to finalize any outstanding arrangements.

FREQUENTLY ASKED QUESTIONS

Are background checks required for students in field practicum?

Background checks are required by the University for all students who have been accepted for placement within all LLU entities. The majority of field agencies require background checks, Live Scans, and/or fingerprinting prior to the start of the practicum. Background checks from the University and field agency legally cannot be shared with one another. Consequently, most students will end up completing two background checks (University and field agency). In the event that the field agency does not assume the financial cost of the background check, then the student assumes complete financial responsibility.

It is imperative that students speak directly with the Director of Field Education regarding any prior convictions which could impact their ability to secure a field placement. Even with closed or expunged records a “hit” may sometimes appear on a background check, which could impact on field placement, stipend eligibility, and/or standing in the MSW Program.

How are field practicums arranged?

When obtaining a field practicum, the student must be accepted into the MSW Program. Students complete the “Application for Field Practicum” in ELC and must do so before meeting with the Director of Field Education for field matching. The Director of Field Education reviews the applications in order to assess the applicant’s education and work history. Subsequently, the Director of Field Education or designee will meet with students on a 1:1 basis in order to explore a potential match for field placement. The student is then matched with an agency and given the contact information to arrange for a preplacement interview.

Students are not allowed to arrange their own field practicum placements or contact agencies for field placement without being instructed to do so by the Director of Field Education.

If I am a part-time student, in what year do I begin field placement.

Part-time students begin their first-year field practicum in the second year of their academic program.

If I am full-time, when do I start field placement?

Full-time students begin field placement in the fall of their first year in the academic program.

Are there late afternoon or evening field practicum sites available?

All MSW students are expected to attend field practicum during the work week and during regular business hours. Generalist main campus students typically attend field on Mondays and Wednesdays from 8-5 and Advanced Clinical main campus students typically attend field on Mondays and Wednesdays from 8-5 and on Friday from 8-12. Online students are required to attend field practicum one full day per week Monday through Friday during regular business hours.

Can I complete field placement hours on weekends?

Weekend practicums are prohibited as weekend agency experiences do not facilitate students’ learning in meeting the MSW Program competencies.

Do I have to work during school breaks?

Some agencies may require a student to work during breaks in order to avoid prolonged interruption of services to clients (e.g., residential treatment facility, group homes, mental health clinics, school sites, etc.). It should be clarified during the preplacement interview whether the agency has such a requirement. Students are strongly encouraged to begin this dialogue with their Agency Field Instructor immediately to determine if a modified practicum schedule needs to be developed for the holidays and school related breaks.

Can I change a field placement?

It is very difficult to change a field placement. Any request for a change in field placement needs to be made to the designated Field Faculty Liaison who will then share this request with the Director of Field Education. (See Field Practicum Policies section.)

What if I don't complete my required hours during the quarter?

If a student is short in completing the minimum required field hours, then they will be required to register for BHCJ 700 until the hours are completed.

Do students have input into the selection of their field practicum site?

Yes, the Director of Field Education or a field faculty member will meet with each student to discuss their learning needs and a potential site. However, placements at practicum sites are limited and although every effort will be made to take the student's input into account, there is no guarantee that a student will be placed with their preferred agency.

What occurs if I am dismissed from my field practicum?

In the event of a dismissal, your Field Faculty Liaison and the Director of Field Education should be immediately advised of this situation. The liaison will discuss with you, the Director of Field Education, and the agency the reason for dismissal. The Field Committee will convene to determine and recommend a course of action. The Student Affairs Committee is also notified of the dismissal. Recommendations and final decisions vary depending upon the reason for dismissal.

Am I required to drive clients in my personal automobile?

Students are not permitted to transport clients in their personal vehicles. If an agency requests for a student to transport a client, the student should contact their Field Faculty Liaison immediately to discuss the situation. If the Field Faculty Liaison is not available, the student should reach out to the Director of Field Education to address the situation.

GRADING METHODS

Assessment is an integral tool of education. The process of assessment not only provides an avenue for discussion concerning performance, but it also enables both the Agency Field Instructor and the student to examine progress made toward reaching specified learning objectives and outcomes. Without this tool, it would be difficult to determine the educational growth of the student.

OVERVIEW

The ongoing evaluation of a student's performance is an integral part of the Agency Field Instructor's role. To ensure the continuous nature of the evaluation process, both weekly supervision and quarterly assessment conferences are required.

WEEKLY SUPERVISION CONFERENCES

Supervision conferences help the student identify performance strengths and weaknesses, review process recordings, review case issues/dynamics, and evaluate progress toward achieving goals identified in the Learning Plan Agreement (LPA). If there are any difficulties in maintaining regularly scheduled supervision conferences, this should be immediately brought to the attention of the Field Faculty Liaison. The Agency Field Instructor is required to be an MSW from a CSWE accredited MSW program with two years of postgraduate experience and have completed at least eight hours of Agency Field Instructor Training.

QUARTERLY ASSESSMENT CONFERENCES

LLU Field Faculty will conduct a minimum of three agency visits during the academic year. The first visit will occur after the student has completed approximately 48 to 60 hours at the placement site. A follow-up consultation—via phone or Zoom—with the Agency Field Instructor will take place in the latter part of the first grading period. During the second grading period, a visit will occur between weeks 2 and 3, and for the third grading period, visits will be scheduled between weeks 6 and 8. Each site visit will focus on the student's progress, review of process recordings, and verification of time sheets. At the end of each grading period, the Agency Field Instructor and the student are jointly responsible for submitting the Educational Outcome Assessment form through the online field practicum tracking system. Students are advised to retain copies of both the outcome evaluation and the corresponding time sheet for their records.

PROGRESSIVE DISCIPLINARY PROCEDURE

There may be times when an Agency Field Instructor has concerns about the performance of a student beyond the routine learning experience. Either personal issues or problems in application of practice knowledge, skills, or behaviors that effect a student's performance. When any of these concerns exist, it is expected that Agency Field Instructors follow a progressive corrective plan. The following steps are recommended:

- **Step 1:** The Agency Field Instructor should directly address concerns with the student to resolve minor or teachable performance difficulties. If the problem significantly affects performance or has a negative impact on agency protocols or clients, step 2 should be immediately implemented.
- **Step 2:** If the issue is of significant concern or persists, the Agency Field Instructor provides the student with a verbal warning and proposed Learning Plan Addendum. The Agency Field Instructor also immediately contacts the Field Faculty Liaison to schedule a joint meeting with the student. The Field Faculty Liaison immediately informs the Director of Field Education of the nature of the issues and plans to meet with the Agency Field Instructor and student. The Field Faculty Liaison, Agency Field Instructor and student must have a joint meeting within ten calendar workdays (*which may include needing to meet over a school break*) to discuss the problem and corrective actions. Documentation of the meeting, the verbal warning, and the Learning Plan Addendum must be documented in ELC by the Field Faculty Liaison within seven calendar days of the meeting. The

Field Faculty Liaison will also inform the Director of Field Education of the Learning Plan Addendum and discuss the situation with the full Field Committee at the next scheduled meeting.

- **Step 3:** If the problem continues, the student will be immediately referred to the Student Affairs Committee for review. Actions may include Professional Probation with a Corrective Action Plan (CAP), removal from the practicum site, and/or for extreme violations, dismissal from the program (see MSW Student Handbook for disciplinary actions).

It is acknowledged that, in certain circumstances, an Agency Field Instructor may immediately suspend or terminate a student's field placement. In such cases, the agency must promptly notify the Field Faculty Liaison. Upon receiving this notification, the Field Faculty Liaison will immediately inform the Director of Field Education, who will meet with the agency to investigate the circumstances surrounding the termination. Following the investigation, the Director will convene an emergency meeting of the Field Committee to review the reported concerns. The Director will then communicate the Field Committee's findings and recommendations to the Student Affairs Committee. These recommendations may include disciplinary action in accordance with the MSW Student Handbook, implementation of corrective measures, failure of the field practicum, or dismissal from the program. The Student Affairs Committee will review the recommendations and determine the appropriate action(s) to be taken.

GRADING POLICIES FOR FIELD PRACTICUMS

Generalist Sequence: SOWK 700 & SOWK 757ABC

During the generalist field education sequence, students are enrolled in two concurrent but separately graded courses:

- SOWK 700 – Generalist Practice Practicum
- SOWK 757ABC – Generalist Practice Consultation Seminar

Together, these courses comprise a total of 480 hours of supervised agency-based fieldwork (SOWK 700) and 60 hours of integrative seminar (SOWK 757ABC). The primary focus of this sequence is on the development of foundational generalist competencies, including:

- Establishing professional rapport
- Practicing effective interviewing
- Applying beginning-level biopsychosocial-spiritual assessment and intervention skills

The SOWK 757ABC Consultation Seminar supports students in integrating their fieldwork with didactic coursework. Through structured reflection, discussion, and case analysis, students link their practicum experiences to theoretical frameworks, social work values, and evidence-based practice models.

Although SOWK 700 and SOWK 757ABC are taken concurrently, they are graded separately. Students must meet performance expectations in both the practicum and seminar components to progress in the program. All generalist practicum and seminar courses are graded on a Satisfactory/Unsatisfactory (S/U) basis. To earn a Satisfactory (S) grade in either course, students must demonstrate performance equivalent to B level or higher in the following areas:

- For SOWK 757ABC (Seminar):
 - Consistent participation in class discussions
 - Completion of all required seminar assignments
 - Engagement in critical self-reflection and peer dialogue
 - Completion of the Wholeness Journal
- For SOWK 700 (Practicum):

- Demonstrated growth and competence in field performance
- Positive evaluations from the Agency Field Instructor
- Review and validation of progress by the Field Faculty Liaison

An Unsatisfactory (U) grade in either course will require students to repeat the seminar and/or practicum hours, in accordance with the MSW Student Handbook. Failure to achieve a satisfactory grade in fieldwork may also jeopardize a student's standing in the program, as successful completion of field practicum is a graduation requirement.

Advanced Clinical Sequence: SOWK 705 & SOWK 787ABC

In the advanced clinical field sequence, students transition to more intensive clinical training through:

- SOWK 705 – Clinical Practice Practicum
- SOWK 787ABC – Clinical Practice Consultation Seminar

This sequence includes 600 hours of advanced fieldwork (SOWK 705) and 60 hours of clinical seminar (SOWK 787ABC). These placements are aligned with the program's clinical specialization and are designed to help students deepen their ability to:

- Engage complex client and agency systems
- Implement advanced clinical assessments and interventions
- Integrate consultation practices into advanced clinical work

Just like in the generalist sequence, SOWK 705 and SOWK 787ABC are graded separately. This ensures an independent evaluation of student performance in the practicum (fieldwork) and the seminar (consultation) components.

As in the generalist phase, all courses in the advanced clinical sequence follow the S/U grading system, with separate assessments and expectations for each course. Students must meet the standards of proficiency in both components to successfully complete the clinical sequence.

FIELD PRACTICUM ISSUES

INTRODUCTION

In order to accomplish the goals of field practicum efficiently, it is necessary to establish a series of policies and procedures.

BACKGROUND CHECKS

Background checks are required by the University following admission and prior to enrollment. Field placement agencies may also require background checks. Live Scans and/or fingerprinting may also be required prior to the acceptance and start of a field practicum assignment. All background checks must be completed in a timely manner and the student must successfully complete a background check prior to the beginning/starting of the field practicum. Students are strongly encouraged to speak directly with the Director of Field Education should there be any past convictions (misdemeanor or felony) or other violations. Even with expunged records, it is likely that such hits will be detected and could result in the delay or disqualification of the field practicum. Delays or disqualifications may have an impact on academic progress in the MSW Program and needs to be addressed immediately.

HEALTH CLEARANCES

Field Agencies may require a student complete a health clearance, tests, or immunizations as part of the placement process. Students are expected to abide by the agency's requirements and provide documentation if appropriate. Students are responsible for any fees incurred if not covered by the field placement agency site.

CHANGE OF AGENCY FIELD INSTRUCTOR DURING THE ACADEMIC YEAR

In the event that a student's Agency Field Instructor suddenly takes ill, transfers, or resigns from the agency, the student needs to notify the Field Faculty Liaison and the Director of Field Education immediately. A plan to transfer the student to a new Agency Field Instructor must be developed and discussed in person with the student, Field Faculty Liaison, and agency representative.

TRANSPORTATION POLICY

Transportation is required of all students. Students are responsible for having reliable transportation to and from the field agency. Students who do not drive must present a plan for transportation to the Director of Field Education for approval. **Public transportation in California is NOT always a viable option.** Attempts are made by the Director of Field Education and the field faculty to place students at a reasonable distance from their home. If this is not possible, students can expect an average distance of 45 miles or more to a field practicum site. All costs associated with transportation and/or automobile use and maintenance are the responsibility of the student.

ATTENDANCE

The student is responsible for observing regular agency working hours arranged by the Agency Field Instructor. The student will keep a record of attendance and hours worked by using the Field Practicum Time Tracking Sheet located in ELC. It is a requirement that the specified time requirements are met for each quarter. The Field Practicum Time Sheet should be completed each day the student is in their field practicum, reviewed for accuracy, and approved by the Agency Field Instructor. The Agency Field Instructor will authorize hours within ELC submitted by the intern. This document will be reviewed by the Field Faculty Liaison during site visits. At the end of each quarter, the Time Sheet is archived within ELC.

CONFIDENTIALITY

The student must adhere to the NASW Code of Ethics and all agency policies regarding confidentiality. No related schoolwork, including class discussions and written materials, should contain client names or other identifying information. Information should be adequately disguised to preserve client anonymity and always be cleared through the Agency Field Instructor.

When confidentiality cannot be adequately maintained, the student must obtain written consent for release of confidential information appropriate to the agency's policies and procedures.

At the Agency Site

During a student's field practicum, extremely sensitive information pertaining to clients will be discussed with your Agency Field Instructor. It is the responsibility of the student to discuss with their Agency Field Instructor agency policies relating to client confidentiality.

Issues to discuss include:

1. Determining whether messages can be left on a client's home phone.
2. Deciding which family members (if any) can be included in discussion about client(s).
3. Policy on electronic transmission of information about clients.
4. Determining what information can or should be shared with treatment team members.
5. Discussing what information can be written in chart notes about the client and family members.
6. Determining how confidential client records are to be maintained.
7. Every effort should be made to not discuss clients in hallways, elevators, or other public areas.

In the Classroom

One of the major topics in seminar class is discussion of client dynamics. This includes assessment of the client, major presenting stressors, treatment methodology, diagnosis, application of theory, and use of self. Given the extremely sensitive nature of the information being shared, it is imperative that the last names of clients NEVER be revealed in oral discussion or in any written material. Rather, a pseudonym should be used. If the student has any questions or needs clarification relating to confidentiality these should be addressed with the Field Faculty Liaison.

On Social Networking Sites

Students are required to maintain ethical practices in the use of social media. Students are to make every effort to refrain from posting any information regarding a client, a client's session, personal feelings about a client, or any related material on social networking sites regardless of how "disguised" the information may be. This is considered a direct breach of confidentiality and is unethical and unprofessional practice. Students who may be engaging in this practice should be reported to the Director of Field Education or to a member of the field faculty. Students who maintain their own social media sites should take careful consideration of their own practices and follow the suggested guidelines:

1. Students are not to accept "friend" requests from clients.
2. Students should activate all privacy settings so that clients cannot have access to personal information.
3. Students are to strictly follow all agency procedures and protocols regarding the use of social media.

HIPAA

The Health and Insurance Portability Accountability Act (HIPAA) went into effect in April of 2003. This

Loma Linda University MSW Field Education Manual

Act in-part strictly regulates confidentiality of client records. It is the responsibility of the student to know and discuss with their Agency Field Instructor how the agency regulates and enforces policies pertaining to HIPAA. Students are also required to complete yearly annual HIPAA training through Loma Linda University. Violation of HIPAA may result in dismissal of a student from the agency and potentially the program.

FIELD PRACTICUM DAYS AND HOURS

Field days and hours are arranged by mutual agreement between the student and the field agency. **Students are not allowed to complete additional hours per week or quarter toward the purpose of leaving the practicum site before the end of the current or final quarter.** Field days and hours may not conflict with the class schedule or other school requirements. Some portion of practicum hours may take place after regular hours if appropriate supervision is available at the agency.

Permitted Practicum Schedule

Field practicum hours must be scheduled between **7:00 a.m. and 7:00 p.m.** Monday through Friday, unless an exception is approved in writing by the Director of Field Education and Field Committee. Practicum hours completed outside of the approved time frame will not count toward required field education hours.

Generalist Practicum students are not permitted to exceed 16 hours per week or 20 hours per week for Clinical Practicum students without written approval from the Field Committee. Committee approval is required **PRIOR TO** students increasing hours in practicum. No student is permitted to exceed 30 hours per week in practicum.

There may be occasions when the field agency requires students to start a practicum experience prior to the beginning of the University's official academic quarter. Should this be necessary, the student **MUST be registered for field practicum with the University** (i.e., SOWK 757 for first year students or SOWK 787 for second year students) and have obtained financial clearance. The student must also submit to the Director of Field Education a proposed calendar of field hours for approval. The goal of the calendar review is to ensure that field hours are evenly distributed across the academic year.

In the event that an agency requires a student to begin early, the hours for the practicum will start accruing immediately towards the total number of hours required for that quarter **provided that the student has successfully registered and financially cleared.** The practicum requirement is that students complete 160 hours per grading period for the Generalist practicum sequence and 200 hours per grading period for the Advanced Clinical practicum sequence. This is the *minimum* standard and, in some cases, students will exceed the minimum number of hours per quarter. Students are expected to remain in field practicum and will not reduce the hours at their practicum site without permission of the agency and the Director of Field Education. Students are to be additionally reminded that the field practicum is considered a signature pedagogy of the CSWE accreditation standards for the MSW and that having the mindset of just “doing the time” can be detrimental to the practicum learning experience.

The agency, student, and Field Faculty Liaison should monitor the student's accrual of hours toward the minimum requirement for each academic quarter (i.e., 160 hours for Generalist students, or 200 hours for Advanced Clinical students), understanding that a balance between continuity of services to clients and students' rights must be sought. Thus, the agency may have a student continue seeing clients once the minimum practicum hours have been met in order to avoid significant interruption of services. The student may carry over a maximum of **20 practicum hours** to any grading period within the same academic/practicum year. Given this, an agency that requires an early start date must present a carefully constructed plan to ensure that the student's time will not exceed **20-hours. This plan is to be presented to the Field Faculty Liaison.** In either of the above situations where a student has completed hours prior to the end of the quarter (per agency mandate), then the student may stop attending the practicum at the

agency prior to the end of the University's academic quarter **ONLY** when the following has occurred:

1. The Agency Field Instructor has given permission for an early ending date for the quarter in question in collaboration with the Field Faculty Liaison; **AND**
2. The early ending date has previously been requested and approved by the Director of Field Education.

All students, however, are required to attend the Department's weekly field seminar class for the duration of the quarter regardless of the ending date of a field practicum.

HOLIDAYS, RELIGIOUS EVENTS, MANDATED FURLOUGHS, TIME OFF

The student may observe holidays, religious events, agency mandated furloughs, and time off although this time will need to be made up in contact hours. The student must keep in mind that time off needs must be correlated with agency needs for continuity of client care. This need for continuity may require adjustment in time off hours. The student and the Agency Field Instructor at the agency will negotiate the number of hours the student is to work. Further questions regarding these issues are to be addressed first to the Field Faculty Liaison. The Director of Field Education only becomes involved in the event a conflict arises.

ILLNESS OR PRACTICUM INCIDENTS

A student does not receive sick day credit in field practicum. Students must make up the time missed from field due to absences from illness during the academic quarter or some other period of time by special arrangement with the Agency Field Instructor, Field Faculty Liaison, and/or Director of Field Education. In the event of absence or illness, the student is expected to telephone the Agency Field Instructor at the beginning of the field day to report the reason requiring absence from the practicum.

In the event a student is injured during field practicum hours, the student immediately contacts both the Agency Field Instructor and the Field Faculty Liaison who will immediately contact the Director of Field Education. The Director of Field Education will then discuss the situation with the MSW Program Director. A course of action will be developed and communicated directly to the student, Agency Field Instructor, and Field Faculty Liaison to ensure the well-being of the student. All parties will document the incident.

SOCIAL WORK CONFERENCES AND MEETINGS

Attendance at social work conferences and meetings occurring during field practicum may be counted as field hours at the discretion of the Agency Field Instructor. The student may be required to complete a process recording and discuss their experience in supervision.

NASW LOBBY DAYS

Students are strongly encouraged to attend NASW Lobby Days in the spring as a part of an integrated field experience. Students are responsible for arranging time off, well in advance, from field practicum to attend. Credit for field hours is **not** given for attending the event.

Antiracism, Diversity, Equity, and Inclusion (ADEI)

Nondiscrimination

The Loma Linda University MSW Field Education Program is committed to upholding the principles of Antiracism, Diversity, Equity, and Inclusion (ADEI) and ensuring that all aspects of field education are carried out in a manner free from discrimination. This commitment is integral to the program's curriculum design, implementation, and continuous evaluation, and reflects the accreditation standards set by the Council on Social Work Education (CSWE). ADEI is purposefully integrated throughout the MSW curriculum to prepare students for culturally responsive and ethically grounded social work practice. Students who believe they have experienced discrimination in any form during their field education are strongly encouraged to report the incident promptly to the Director of Field Education and the MSW Program Director for appropriate review and response.

Sexual Harassment

The LLU MSW Field Program is committed to providing learning experiences free of sexual harassment. Should a situation of sexual harassment arise, the program will comply with LLU guidelines. A student who is feeling uncomfortable, receives threats, or believes they are being sexually harassed or discriminated,

should notify the Director of Field Education and MSW Program Director immediately.

STUDENTS WITH DISABILITY

The University and the MSW Program support the integration of all qualified individuals into the Program and are committed to full compliance with all laws regarding equal opportunity for all students with a disability (see LLU Student Handbook and University Catalog for policies regarding students with a disability). It is the student's responsibility to disclose to their Agency Field Instructor needed accommodations. Students should also inform the Director of Field Education of any accommodations that may be necessary during field education at the field site.

INSURANCE

The University has assured, through the University/Agency contract, professional liability coverage for the Field Faculty Liaison, student, or any other University representative interacting with the agency on behalf of the University. This coverage is to be considered primary, and the University discourages students and representatives from obtaining their own liability insurance. Liability insurance commences upon the student registering for classes for the quarter in which they are completing field placement.

The liability insurance coverage only extends to students during their assigned field placement days and hours. It does not cover students who choose to remain at the agency after completion of their field placement. If an agency independently hires a student during summer hours or non-practicum hours, then liability insurance through the University would not be a covered benefit. Any questions regarding this coverage should be addressed to the Director of Field Education.

Students are required to arrange and provide transportation to and from their field practicum sites as well as any vehicle maintenance during the field practicum year. When using a personal vehicle, each student is required to provide documentation of a current driver's license, automobile registration, and proof of automobile insurance. Students must maintain automobile insurance coverage throughout the field practicum assignment and all costs associated with their automobile use and maintenance is the financial responsibility of the student.

Failure to notify the Department of changes in insurance coverage is grounds for removal from practicum and/or dismissal.

SAFETY IN THE WORKPLACE

An area of increasing concern in the field of social work is recognizing and trying to ensure to the greatest extent possible the safety of students in field placements. Students need to recognize that given the nature of social work, there may be a potential for risk to their personal safety.

In order to minimize risk, Agency Field Instructors are required to discuss, as part of their orientation with student's agency, safety protocols. Agency Field Instructors are further required to have students initial on the Orientation Checklist, having reviewed pertinent safety issues within the work environment.

Students can also minimize risk by being aware of their environment. Within the office, students should consider following:

1. When seeing a new client, advise your Agency Field Instructor of the time and date of the appointment.
2. When seeing a client with a history of violence, drug use, or psychosis, both advise your Agency Field Instructor of appointment time and consider having either your Agency Field Instructor or another senior staff person join you in session.
3. Review the policy and procedure manual of the agency particularly relating to safety management.

4. Give your schedule to agency staff.
5. Avoid working at nights unless authorized by the agency.
6. Ask for an escort to your car if working at night or in an environment where safety is a concern.
7. Do not give clients your home phone number or cell phone number.
8. Avoid wearing valuable jewelry or jewelry with sharp edges to your placement site.
9. Do not have potentially dangerous objects in the office (sharp or heavy objects).
10. Avoid giving clients personal information (place of residence, spouse, and children).
11. Be aware of the agency's emergency exits.
12. Know where the agency disaster kit is located.
13. Be aware of verbal and nonverbal cues of escalation.

If working in the field (home visits), in addition to the above-mentioned safety guidelines, students should also try to observe the following:

1. Give your Agency Field Instructor the time, date, and place of your scheduled visit.
2. Inform the secretary or other staff of your scheduled visit.
3. Call in to your Agency Field Instructor or other staff during the day.
4. Do not park your personal car in front of a client's home.
5. Do not accept food or drinks from clients.
6. Go out on initial interviews with your Agency Field Instructor or other senior designated staff.
7. Carry a cell phone.
8. Have a full tank of gas along with road maps.
9. Know your destination and route.
10. Lock your car and regularly maintain it in good condition.
11. Know the location of the police department.
12. Be alert and aware of gut feelings.

STUDENT COMPORTMENT

If students demonstrate a basic incompatibility with and/or inability to perform the Program's field practicum requirements, they may be dismissed from the Program. Students may demonstrate an overall pattern of incompatibility with, and/or inability through the following:

1. Students rejected by three or more agencies during the preplacement process for reasons related to inappropriate behavior and/or responses to questions in the agency interview (e.g., rigidity to agency expectations, not open to accepting the student role in the learning process, extreme withdrawn personality style, persistent incongruent affect, volatile and inflammatory responses, and persistent angry and hostile mood).
2. Student shows unwillingness to participate in the field placement process as demonstrated by turning down three placement sites within a given academic year.

3. Student demonstrates repeated incapability with the field learning process by requesting unwarranted practicum reassignment within a given academic year.
4. The standards of competency delineated in the Program competencies are not met.
5. Noncompliance with or demonstration of an inadequate level of skill outlined in the corrective actions provided by the Field Practicum Committee and/or, when applicable, the Student Affairs Committee.
6. Persistent failure to appear at the designated practicum site at the prescribed time and/or days.
7. Consistent failure to meet agency deadlines.
8. Failure to complete agency assignments.
9. Violation of specific agency policy and procedures.
10. Violation of the professional Code of Ethics of the National Association of Social Workers.
11. Violation of LLU student policies regarding personal and academic conduct (see LLU Student Handbook).
12. Violation of professional performance standards of the MSW Program.
13. Personal issues which significantly impact the student's ability to meet agency or client obligations or needs.
14. Falsification of client records or fraudulent billing.

ZERO TOLERANCE

The following are considered areas of zero tolerance and will result in **IMMEDIATE DISMISSAL** from the Program:

1. Dual relationships with clients (whether forced or coerced) including, but not limited to, personal friendships with clients; unauthorized transporting or contact with clients; relationships of a business or financial nature; sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.
2. Physical, verbal, or emotional threats directed toward clients, students, faculty, or staff.
3. Treating a patient while the student is under the influence of alcohol or drugs.
4. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.
5. Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.
6. Current illegal activities including, but not limited to, drug trafficking, persistent trouble with the law, possession of firearms (see LLU MSW Student Handbook), fraud on admissions documents, sexual harassment, assault, inappropriate sexual conduct with clients, DUI, driving with a suspended license, intentional intimidation of others, or violation of the personal rights of others.
7. Failure to report previous criminal convictions and charges which have not been cleared from the individual's criminal record that may make practicum with specific populations or the bonding requirements of agencies impossible.
8. Sexual harassment (see LLU Student Handbook).

9. Students are expected to maintain an overall grade point average of 3.0 (B) throughout the course of the MSW Program and during the period in which they are enrolled in the field practicum sequence (see LLU MSW Student Handbook). (The complete MSW Professional Performance standards are found in the LLU MSW Student Handbook.)

GRIEVANCE PROCEDURE AGAINST THE AGENCY FIELD INSTRUCTOR

There may be situations where a student believes their academic or personal rights have been violated by their Agency Field Instructor. Examples may include disagreement over the content on the evaluation at the end of the grading period, disagreement over case assignments, disagreement over the quality of their work with clients, or personality conflicts which negatively impact the field learning experience.

- Step 1:** It is expected that the student will first try and reconcile conflict by openly addressing concerns with their Agency Field Instructor. They may also involve their Field Faculty Liaison for assistance. The student is expected to use professional demeanor and respect in meeting with their instructor to problem solve.
- Step 2:** If the problem continues after talking with the Agency Field Instructor and Field Faculty Liaison, the student is to submit the issue in writing to the Director of Field Education and Program Director who will jointly examine the issue and provide the student with a written response of the determination within 14 workdays of notification.
- Step 3:** If the student is dissatisfied with the decision of the Director of Field Education and Program Director, they may appeal to the Dean of the SBH. This may require the student to meet with the Dean in person in order to clarify any needed information. If deemed necessary, the Dean will form a panel/committee to assist in the review process.
- Step 4:** A written determination will be provided to the student once the process is complete.

SELECTION OF FIELD PRACTICUM AGENCIES AND AGENCY FIELD INSTRUCTORS

FACTORS IN SELECTION OF AGENCIES

The settings for practicum instruction reflect the breadth of options for professional social work. Selection criteria for practicum sites include the following:

1. Consumer practices and services that are in keeping with the values and ethics of the social work profession.
2. Commitment to contributing to the professional education of MSW students.
3. Support for the MSW Program's, mission, goals, and CSWE competencies reflected in the articulation of generalist practice and the Program's advanced clinical specialization.
4. Willingness to provide direct practice and/or advanced clinical practice experiences appropriate to the students' educational level, Program requirements, and leaning needs.
5. Willingness to provide adequate personnel in terms of qualifications, supervision of direct services, time for instruction, and support for educational integration.
6. The provision of adequate office space, clerical aids, and, when possible, travel reimbursement for the student.

To be considered as a field practicum site, each prospective agency must undergo an in-person or virtual site visit conducted by the Director of Field Education or their designee. This visit is intended to assess the agency's alignment with the mission, goals, and objectives of the MSW Program; its capacity to meet students' learning needs; and the adequacy of its commitment and available resources. If the agency meets these criteria, the Director of Field Education will recommend the agency for approval as a practicum site to the Dean of the School of Behavioral Health. Upon approval, the Dean will initiate the contracting process between Loma Linda University and the agency.

FACTORS IN SELECTION OF AGENCY FIELD INSTRUCTORS

An MSW Agency Field Instructor must hold an MSW degree from a CSWE-accredited program and possess a minimum of two years of full-time, post-master's social work practice experience. To ensure the quality of the field education experience, the Agency Field Instructor's workload should be adjusted to allow sufficient time for the planning, supervision, and evaluation necessary to support the student's field practicum.

If a qualified MSW is not employed by the host agency, alternative arrangements may be made with another agency or through the MSW Program to provide the required educational oversight. While it is permissible for a non-MSW professional to assist in the day-to-day implementation of educational activities under the title of *preceptor*, the presence of a preceptor does not fulfill the requirement for a qualified MSW-level Agency Field Instructor. The following are essential qualities required of an Agency Field Instructor:

1. Demonstrated skill in practice.
2. Demonstrated commitment to the education of social work students.
3. Independence, creativity, and flexibility in the use of professional self.

AGENCY FIELD INSTRUCTOR TRAINING

The MSW Program provides an orientation for all Agency Field Instructors. The purpose of this component of the Program is to orient Agency Field Instructors to the mission of LLU, the philosophy and operation of

the field practicum program, and to provide an opportunity for Agency Field Instructors to enhance their skills in the area of field instruction and supervision.

The Agency Field Instructor training is held before the beginning of fall quarter. Included in this orientation is training related to the development of the Learning Plan Agreement Form and the process of evaluating the student. Other areas discussed include characteristic expectations of field performance needs of adult learners, techniques of field instruction and supervision, termination issues, specific content of legal issues in supervising students, dealing with problems in student behavior, and the dynamics of intersectionality. A certificate of completion will be provided to participants who attend the entire training series.

DEVIATIONS FROM A TRADITIONAL FIELD PRACTICUM MODEL

When unique circumstances directly impact a student's ability to complete a traditional field practicum schedule, it is the student's responsibility to notify the Director of Field Education immediately. The process begins with written notification to the Director of Field Education and will then be reviewed by the Field Committee. Each circumstance will be independently evaluated, and decisions will be made on a case-by-case basis.

SPECIAL SITUATIONS

From time-to-time special situations arise, directly or indirectly affecting the Field Practicum Program for a particular student. Several of these situations are addressed below. In all instances, including those listed below and others that may occur, the special situation must be cleared through the Director of Field Education.

FIELD PRACTICUM AT THE STUDENT'S CURRENT JOB LOCATION

It is possible for a student to obtain a placement at the agency where they are currently employed, provided that the educational experience includes substantial new learning in the areas of knowledge, values, and skills aligned with the current practice competencies of the CSWE EPAS. Students requesting a practicum at their job site must complete a *Use of Employment Agency as a Field Practicum Site form*. The proposal must describe the student's current work assignments and clearly identify how fieldwork activities will differ significantly from regular employment responsibilities. Additionally, while it is preferred that field education supervision be provided by someone other than the student's employment supervisor, supervision may be provided by the same individual if the roles are clearly distinguished and the supervisor meets all field instructor qualifications. Specifically, the supervisor must hold an MSW from a CSWE-accredited program and have at least two years of post-master's social work practice experience.

The completed form is reviewed by the Field Committee. Approval is granted for one academic year only (exceptions may be made for large, complex organizations offering qualified learning opportunities). This policy is subject to change in response to California State emergency health orders.

In all cases, the following items will be reviewed by the Director of Field Education and approved on a case-by-case basis:

1. For students completing their field placement at their place of employment, assigned tasks and practice opportunities must align with all nine Generalist Practice Competencies and Practice Behaviors or the Clinical Practice Competencies and Practice Behaviors, as appropriate to the practicum year.
2. Master level social work practice must be clearly distinguishable from the student's current employment roles and responsibilities.
3. The employment site must meet all MSW Field Education Requirements as outlined in this document and be aligned with CSWE accreditation standards;
4. It is preferred that the Practicum Agency Field Instructor be different from the employment supervisor. However, field education supervision may be provided by the same individual if field education supervision is distinct from employment supervision.
5. The supervisor must hold a MSW degree from a CSWE-accredited social work program and have at least two years post-master's experience.
6. If a student's employment at their practicum site ends, it will be treated as a change in practicum placement (see below).

CHANGE IN PRACTICUM PLACEMENT

The student enrolled in the MSW Program may seek a change in their field practicum when progression towards competency in the CSWE EPAS becomes unfeasible with continued practice at the agency. It is the function of the student's designated Field Faculty Liaison to review the request for a change in field practicum. Examples which might generate such requests:

1. Inadequate agency resources to support the field practicum (e.g., lack of student office space, lack of clients for student caseload, insufficient supervisory time, loss of practicum instructor due to illness, change of job, etc.).
2. Learning experiences in the agency are too narrow (e.g., the student lacks opportunities to work with individuals, families, and groups in person). Placement error based on needs of student or practicum site. For example, agency learning experiences are too advanced for the student, or the converse. It is more a problem of an unanticipated "mismatch" than a difficulty in student performance.
3. Agency reorganization. For example, during the academic year, the agency substantially changes its administrative structure that creates a chaotic situation for the student and adversely affects available learning opportunities.

PROCEDURE FOR CHANGE IN FIELD PRACTICUM SITE

The student attempts to resolve the issues with the Agency Field Instructor. If this is unsuccessful, the student is to submit in writing to the Field Faculty Liaison a brief, specific review of the issues.

The Field Faculty Liaison, student, Agency Field Instructor, and if necessary, the Director of Field Education meet to discuss the issues and explore alternative solutions. If a solution is not found within the agency, a request to terminate the practicum is then made in writing to the Director of Field Education and the Field Committee. The Academic Standards Committee will be consulted to determine impact on the student's academic program.

The final decision regarding a change of field practicum is determined by the Director of Field Education, the Field Committee, and in consultation with the Academic Standards Committee.

In most cases, students changing field practicum sites are not assigned a new Field Faculty Liaison.

REFERENCES

California Business and Professions Code; Division 2. Healing arts; Chapter 14. Social Workers; Article 3. Licensure § 4996.9. (2014)

Walsh, J. (2013, June 11). Direct Social Work Practice. Retrieved August 28, 2020, from <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-105>