

FRESNO STATE

Social Work Education

2023 - 2024



Undergraduate Field Education Manual

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Fresno State

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Undergraduate Field Manual

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Introduction

The Field Education Manual contains the policies and procedures which govern the internship for undergraduate students from the Department of Social Work Education. In addition, the purpose of this manual is to provide a common basis for the field education program including its philosophy, goals, expectations, and organization. It is intended to be useful for all members of the field work team: students, field instructors, field agencies, faculty and administrators. The BA field internship policies have been established to guide field education while preserving professional responsibility to agency clients and the community.

SECTION 1.

Overview of Field Education

Purpose of Field Education (Internship)

Field Education (internship), SWRK 181-I and SRWK 182-I, is the required practicum experience in undergraduate social work education. In these courses students are expected to demonstrate their professional beginning generalist social work knowledge, skills, and abilities in real life situations under supervised instruction. A student is expected to integrate all classroom learning, social work practice, human behavior, social policy, research, and practice, into actual practice.

The Relationship of Field Education to Classroom Content

The integration of class and field learning is one of the major objectives for all social work students. The field internship taken concurrently with the practice courses affords the student the opportunity for experiential learning. The student intern has the opportunity to explore different ideas and methods in the classroom and to take the information back to the field agency. In addition the field internship serves a vital function for students by allowing them to:

1. Develop beginning generalist practice skills
2. Determine which approaches work in practice and how they must be adapted to specific situations
3. Gain access to practical information that is not available in courses and books
4. Clarify their own needs for further study
5. Understand the effects of the organizational context on professional social work practice
6. Develop social work practice skills in community based agencies

The purpose of concurrent practice courses with the internship is to facilitate the integration of theory and practice. Every effort is made to use the learning experience gained in the internship in the class discussion and to structure class assignments so that they may be connected to the field. Additionally, content from the core areas of human behavior, policy, and research is to be integrated into the student's experiences in the field and vice versa. All students are expected to share course syllabi and requirements with the field instructor to facilitate active integration of classroom and field content.

Preparation for Field Education

Field internship shares the goal of the curriculum: preparing students for beginning generalist practice and leadership in social services with various population groups. This goal is reflected in the choice of settings and assignments.

The two major educational assumptions of the practicum are that a combined didactic/experiential learning environment is essential to the development of professional competence; and that the student needs maximum involvement and participation in the process by which such development takes place. It is a matter of translating theory into practice, knowledge into skill, and value assumptions into choices and standards. Field is designated as the "signature pedagogy" by our accrediting body, the Council on Social Work Education (CSWE).

Undergraduate students entering their senior year are expected to have a broad liberal arts background and have completed their lower division General Education courses. They must also have satisfactorily completed (at least a C average) the social work courses which form the foundation for concurrent field and practice classes in the senior year.

Prerequisites for Social Work 181-I/182-I include, at a minimum, satisfactory completion (minimum of C grade) of SWRK 20, SWRK 123, SWRK 135, SWRK 136, SWRK 160 & SWRK 161 and senior standing: completion of all core/foundation and breadth general education courses and upper division writing skills requirement, and completion of 90 units prior to entering the field. Students are also required to have a minimum G.P.A. of 2.0 to enroll in SWRK 181-I/182-I and attend all field preparation workshops.

Field Instruction (SWRK 181-I/182-I at 6 units each, CR/NC) must be taken each semester of the senior year, concurrently with Social Work 180 in the first semester and Social Work 183 in the second semester. Each field unit requires 2.5 hours of actual participation per week for a total of 15 hours per week. In the senior year students complete a total of 450 hours in the field, 225 hours each semester, or the equivalent of 15 hours (3 five hour days or two full days a week) in a selected community agency. Students are assigned to the same agency for two semesters.

Supervision is essential to the development of beginning generalist practice skills and self-awareness. To this end students are required to participate in at least one hour per week of scheduled individual supervision with an MSW field instructor or a BA in Social Work field instructor with 2 years of practice experience. In most instances, this is provided by an agency based field instructor. However, some agencies, which in all other ways are acceptable; do not have social workers on their staff. Their staff may have degrees in related fields. In these cases, the student is assigned to an agency supervisor (non social work) and the MSW supervision is provided by an assigned faculty member who meets with the students weekly in a 1-hour on-campus seminar. Students should include this supervision time as part of the 15 hours per week. There is also a faculty liaison who maintains contact with the assigned students, field agencies and their staff on behalf of the Field Coordinator.

SECTION 2.

Overview of Administration and Delivery of Field Education

Field Internship Administrative Structure

Overall management of the field program is provided by the Field Coordinator and Assistant Field Coordinator. Responsibility for procedures, placement and other program decisions are shared with the faculty. Field internship policies are overseen by the faculty through the BA Curriculum Committee, Field Sequence and the Field Review and Certification Committee.

Field Coordinator Roles and Responsibilities

The office of the Field Coordinator is located at the Administrative level of the Department. It is staffed by a Field Coordinator, Assistant Field Coordinator, and a secretary. There is one standing committee, the Field Review and Certification Committee, which functions as an advising body to the Field Coordinator. The Field Coordinator is appointed by the Department Chair.

The Field Coordinator has responsibility for the coordination of the graduate and undergraduate field sequences in the Department of Social Work Education. Specific responsibilities include:

Development and Coordination of Evaluation Processes of the Field Sequence:

- a. Field curriculum development inclusive of student learning agreements, evaluation tools, field seminars and other curricular materials.
- b. Membership on the BA & MSW Curriculum Committee.
- c. Chair of the Field Sequence and Field Review and Certification Committees.
- d. Responsibility to keep Field Manuals accurate and current.
- e. Establishment and revision of student evaluation instruments.
- f. Establishment and revision of all evaluation instruments to be completed by students of their agency placements, field instructors, and field seminar leaders where applicable.
- g. Provide feedback to all field sites based on student and faculty evaluations.
- h. Facilitate the assignment of faculty field instructors to students and agencies.
- i. Develop, maintain, modify or revise policies and procedures governing the field sequence.

Coordination and Placement of all Students:

- a. Develop and maintain placement process for social work students.
- b. Orient students to the placements and the placement process.
- c. Evaluate student's needs, interests and readiness for field work by interviewing students. Consultation with other faculty, advisors and instructors will occur as needed.
- d. Assist students to select areas of interest for field work.
- e. Make arrangements for agency interviews.
- f. Establish and maintain contact with agencies throughout the placement process to ensure that, as far as possible, their specific needs are met.
- g. Advise students with special issues related to placements and develop plans to resolve the issue(s).
- h. Maintain contact with academic advisors in relation to their student's placement needs/academic process.
- i. Collaborate with the Department Chair and/or project directors regarding stipend awards and placement assignments for award recipients.

Maintenance of the Present Field Placements:

- a. Maintain current information on all field placements.
- b. Act as liaison with the field agencies' administrators.
- c. Negotiate and maintain university/agency agreements as needed.
- d. Keep up-to-date by making periodic visits for assessment of the agency.
- e. Prepare and implement student placement evaluation instruments.
- f. Review with the Field Review and Certification Committee all significant changes in status of agencies affecting their use as a placement.

Selection of New Placements

- a. Follow up on requests by agencies for student placements by making visits and completing a study of agency.
- b. Follow up on placements proposed by students by visiting and studying the agency.
- c. Have an Agency Placement Profile completed for all proposed new settings.
- d. Have Field Instructor Profiles completed for all proposed field instructors and agency supervisors.
- e. Present all proposed new placements to the Field Review and Certification Committee for its review and certification.
- f. Maintain policies and procedures for use of an agency as a field placement where the student is an employee of that agency.

Coordinating and Liaison between Supervisors, Field Faculty, Sequences, Students and Faculty:

- a. Establish and maintain policies and procedures regarding roles and responsibilities of the faculty field instructor/liaison.
- b. Facilitate assigning faculty field instructors/liaisons to placement agencies.
- c. Maintain open communication among all parties involved, concerning learning or related problems, including student, supervisor, faculty field instructors/liaison and educational advisors.
- d. Establish and maintain a system for the flow of necessary materials including student evaluations, class outlines, etc. to the appropriate persons.
- e. Coordinate with the Department Chair regarding faculty field assignments and workload.
- f. Provide orientation to new agency field instructors and supervisors.
- g. Provide orientation to new faculty field instructors and liaisons.

Coordination and Liaison Responsibilities among Multiple Sections of Field Practicum

Courses:

SWRK 181-I/182-I.

Establishment of Policies and Procedures for the Selection and Evaluation of Agency Field Instructors and Supervisors of Students.

- a. Review all candidates for agency field instructor or supervisor assessing their overall capabilities for teaching.
- b. Recruit field instructors and supervisors of students.
- c. Maintain a review of the field instructors teaching through student evaluations, discussions with the appropriate faculty consultants and periodic conferences with the individual instructors and supervisors.

Note: “Field Instructor” as used above means the assigned agency or faculty M.S.W. or BA in Social Work responsible for the student’s field work experience. “Agency Supervisor” means an agency staff person, other than the M.S.W. or BA Social Work field instructor who has some delegated responsibility for some of the student’s learning experiences. It is the social work field instructor who has final responsibility for supervision of the student’s practicum.

Assistant Field Coordinator Roles and Responsibilities

Assist the Field Coordinator in the planning, development, organization, implementation and evaluation of the field sequence for both the BA and MSW programs.

Specific responsibilities include:

Development and Coordination of Evaluation Processes of the Field Sequence:

1. Field curriculum development
2. Membership on Field Review & Certification Committee
3. Membership on Field Sequence Committee
4. Responsibility to assist with keeping field manuals accurate and current
5. Assist with establishment and revision of student evaluation instruments
6. Provide feedback to agencies

Coordination and Placement of all Students:

1. Orient students to the placement process.
2. Evaluate students’ needs, interests and readiness for field work by interviewing students. Consultation with other faculty, advisors and agency field instructors take place as needed. Administrative planning of agency interviews for placement.
3. Make placement and replacement decisions for students based on evaluation of learning needs.
4. Establish and maintain contact with agencies throughout the placement process to ensure that, as far as possible their specific needs are met.
5. Advise students with special issues related to placements and, where feasible, develop plans to resolve them.
6. Work collaboratively with the Field Coordinator in establishing policies and procedures for part-time students.
7. Maintain contact with academic advisors in relation to the students’ placement needs/academic progress.

Maintenance of Present Field Placements

1. Assist with maintaining current files of field placements.
2. Act as liaison with the field agencies’ administration.
3. Negotiate university/agency agreements as needed.
4. Keep up-to-date by making periodic visits for reassessment of field placement agencies.
5. Prepare, implement, and review student placement evaluation instruments.
6. Review with the Field Review and Certification Committee all significant changes in status of agencies affecting their use as a placement.

Selection of New Placements

1. Follow up on requests by agencies for student placements by making visits and completing a study of the agency.
2. Follow up on placements proposed by students by visiting and studying the agency.
3. Present proposed new placements to the Field Review and Certification Committee for its review and certification.
4. Assist with developing and maintaining policies and procedures for use of an agency as a field placement where the student is an employee of the agency.

Coordination and Liaison between Supervisors, Field Faculty, Sequences, Students and Faculty

1. Assist with establishing and maintaining policies and procedures regarding roles and responsibilities of the faculty field instructor/liaison.
2. Maintain open communication among all parties involved, concerning learning or related problems including student, supervisor, field instructors, Field Coordinator, faculty liaisons and educational advisors.
3. Assist with review of student learning agreements, student performance evaluations and assignment of grades for SWRK 181-I/182-I.
4. Provide orientation to new agency supervisors.
5. Provide orientation to new agency field instructors.

Establishment of Policies and Procedures for the Selection and Evaluation of Agency Supervisors and Field Instructors of Students

1. Review candidates for agency supervisor and/or field instructor, assessing their overall capabilities for teaching.
2. Recruit field instructors for students.

Field Review and Certification Committee

Membership: The Field Coordinator will act as the committee chair. The department chair will appoint three faculty members for three-year terms with no more than one member terminating membership in any one year, and three representatives of the practice community, generally agency field instructors. The faculty and field instructors appointed shall include at least one each who is experienced with or knowledgeable about the BA and the M.S.W. programs.

Function: The Committee serves as an advisory, recommending body to the Field Coordinator in all aspects of the field sequence. Areas of responsibility include:

1. Review and certification of all field placements for specific levels of learning/concentration.
2. Sequence curriculum review and development.
3. Field instruction review and development.
4. Any other matters that may from time to time be referred by the department chair.

Procedures: The committee will develop its own procedures and schedules of meetings as is needed to carry out its responsibilities. The committee will form subcommittees and individual members will be assigned to chair the subcommittees as needed.

Committee members may ask or may be asked to participate in on-site visits including meetings with field instructors, supervisors, agency representatives and students.

Faculty Liaison Role and Responsibilities

The faculty liaison is a member of the faculty of the Department of Social Work Education selected to work with particular social services agencies because of his/her interest, knowledge and background in that particular field. The faculty liaison is the department's representative to the field instruction agency and is expected to serve as a consultant to the field instructor and to the students. In addition, the liaison serves as the primary link between the agency, field instructor and the students. An outline of the faculty liaison roles and responsibilities is provided below. A check-off list of specific information to be covered during agency site visits is located in **Section 8** as well as the DSWE department's website.

Responsibilities to the Department:

1. Informs the Field Coordinator in a timely manner about any significant changes in the agency, the field experience, or individual student performance.
2. Describes and evaluates the educational opportunities within the agency after consulting with the field instructor and the agency administrator; provides the department with a written liaison report after each agency visit or significant contact within 2 weeks of the visit/contact.
3. Reviews the field evaluation with the field instructor and the student at the end of each semester; reports unsatisfactory or marginal performance to the Field Coordinator; and recommends a grade for the student with input from the field instructor.
4. Serves as principal liaison between the department and the agency including appropriate communication with its executive and/or training director about the total curriculum and the particular goals of field instruction.
5. Obtains information about agency programs and personnel which is given to the Field Coordinator to assist in overall field program planning.
6. Consults with the Field Coordinator and the student's educational advisor, when appropriate, as to the student's progress and/or problems.
7. Reads and signs all student evaluations and provides feedback.
8. Evaluates the field placement and makes recommendations to the Field Coordinator.
9. Makes annual recommendations to the Field Coordinator as to the suitability of the agency and the field instructor for continued participation in the field instruction program.
10. Provides field instructor training and student field seminars as assigned.

Responsibility to the Agency:

1. Informs the agency of the department's expectations regarding the content and structure of field instruction and aids the agency and the field instructor in planning and implementing this content.
2. Confers with the agency about student assignments for the coming year; available field instructors, and educational opportunities; communicates the result of this conference in writing to the Field Coordinator at the end of spring semester.
3. Communicates with field instructors about the department's curriculum and any changes in the program.
4. Consults with the agency on the development of a student training program that includes individual student learning agreements and participates in final evaluation conferences.
5. Keeps the agency informed and up-to-date on the educational program of the department and provides information about student's past work experiences, educational background and current academic progress.
6. Suggests learning experiences and assignments which would facilitate student's meeting expectations. Clarifies level of performance expected.
7. Advises field instructor of the importance of: (1) making expectations clear to the student;
8. providing regularly scheduled supervision; (3) encouraging student responsibility for own learning; and (4) maintaining on-going evaluative feedback to the student regarding his/her progress.
9. Makes periodic visits and calls to review field learning agreement and learning progress.
10. Is available as a resource in the evaluation of the student and in the resolution of problems.
11. Is available to the field instructor and/or student(s) or others for immediate consultation and conflict mediation when requested.

Responsibility to the Student:

1. Prepares the student for the field placement and orients him/her to field instruction.
2. Visits the agency twice each semester, routinely, and more often as necessary.
3. Confers with the student and the field instructor about the student's experience and performance in accordance with the department's educational expectations.
4. Helps the student resolve problems related to field instruction (e.g., difficulties with supervision, learning blocks, conflicts with the agency).
5. Evaluates the student's progress in consultation with the student and the field instructor.
6. Clarifies department's expectations as to what the student should know and be able to do when he/she completes the field placement.

Any problem that the student cannot resolve with the agency field instructor should be taken to the faculty liaison (see problem solving process in Section 5 of this manual). If the problem remains unresolved, the Field Coordinator should become involved. The Field Coordinator should be advised at all times of potential or actual problems.

Field Instructor Role and Responsibilities

Satisfactory student progress in field instruction depends on agency support, school-based preparation, student readiness for field work, and to a great extent, the skill of the field instructor in managing the field instruction process. The field instructor role can be discussed in terms of seven skill dimensions. Each dimension is defined below according to the performance expectations of a highly experienced field instructor. Examples are provided of specific methods that a field instructor may use to operationalize each dimension.

Seven Dimensions of the Field Instructor Role

- a. **Creating and Maintaining the Learning Environment.** Creates an open, helpful environment for student learning. Develops learning opportunities for students that may go beyond the immediate assignment and task area.
Methods: Preparing for the student by discussing learning opportunities and support needs with colleagues and administrators, facilitating contact between students and colleagues, and making optimal use of task supervisors (i.e. having specified student assignments supervised by other workers.)
- b. **Providing Student Orientation.** Provides information that allows students to understand agency systems as a whole as well as the student's particular tasks. Provides information in a planned progression from simple to complex. **Methods:** Providing initial orientation, on-going task orientation, orientation to all levels of the agency, and informational visits to referral sources.
- c. **Modeling Job Skills.** Provides a model of professional social work skills, judgment and values in action. Allows students to see and analyze professional work of supervisor and other agency professionals. **Methods:** Sharing and discussing samples of the field instructor's work and/or that of other professionals in the agency (case records, reports, tapes, direct observation), and working together on practice tasks with time for processing.
- d. **Providing Educational Instruction and Administrative Supervision.** Provides a structured field instruction meeting on a weekly basis. In collaboration with student, develops a learning agreement to govern placement objectives and tasks. Analyzes examples of student's work with student. Available for consultation as needed. Provides the student with opportunities to develop professional written and oral skills. Arranges for back-up supervision by other staff. **Methods:** Making optimal use of learning agreement, process recording, written samples, field instruction agendas, and a consulting style which guides and encourages the learning process.
- e. **Giving Feedback and Evaluation.** Provides ongoing feedback about strengths and areas for improvement. Challenges students to grow in skill and understanding. Communicates regularly with the field liaison regarding student progress.
Methods: Using regular feedback as part of weekly field instruction, (feedback includes clear suggestions for change and allows the student time to use the feedback for improvement), as well as clear and thorough evaluation processes.
- f. **Demonstrating Commitment to Broader Issues in Student Education.** Encourages students to critically examine professional practice within the agency. Provides information about her/his own and agency theoretical perspectives. Helps students to identify a range of strategies. Encourages students to explore the relevance of theoretical learning to practice situations.
Methods: Raising theoretical issues in individual and/or field instruction meetings, suggesting relevant readings, facilitating student attendance at staffings, in-services, program meetings and discussing student observations and reactions.
- g. **Providing support.** Frequently communicates interest in the student's progress, communicates openness to student's request for assistance. Provides helpful perspectives regarding student's emotional reactions to practice situations. **Methods:** Providing opportunities for students to share relevant personal reactions, sharing reactions and needs for assistance and facilitating mutual support among a group of interns. (Johnson, Reitmier, & Rooney, 1988) Johnson, N., Reitmier, M., and Rooney, R., (1988). Sharing power: Student feedback to field Council on Social Work Education: Annual Program Meeting, Field Work Symposium.

Field Instructor (M.S.W) Role and Responsibilities

1. The agency will provide a field instructor, who has a Master's degree or BA degree in social work from a CSWE accredited social work program and 2 years post baccalaureate or MSW social work experience, and who has the knowledge, skills, and experiences that the Department considers essential to mentor an undergraduate student.
2. The field instructor will allow a minimum of one hour agency time weekly per student for field supervision. Agencies in which more than one student is placed may routinely provide group sessions, but should use at least one hour for individual student-field instructor supervision.
3. The field instructor will orient the student to the agency; identify the parameters of the student's role and responsibility in the agency; introduce the student to staff and other appropriate professionals; arrange for the student to attend staff or committee meetings whenever possible; provide the student with adequate working space, pay attention to other practical necessities that may be involved in completing work assignments, for example, parking space, access to secretarial help, etc. When possible, the agency will reimburse student for expenses involved in the direct carrying out of his/her responsibilities as a student intern.
4. The field instructor will take responsibility for providing assignments that will include breadth of exposure and variety and depth of experiences. Each student will be provided with individual and collaborative experiences that will give him or her the opportunity to integrate theory as he/she works with individuals, families, groups, communities and other agencies and resources.
5. The field instructor will accept as his/her objectives: increase in the student's knowledge of social work, expansion of the student's acceptance of social work attitudes and values, and development of skills required in generalist professional entry level positions in social work as outlined in the learning agreement templates. The field instructor (in conjunction with the Department faculty) will participate in the integration of the student's classroom knowledge with field practice.
6. The agency and field instructor agrees to provide time for the instruction of students and for attendance at department orientations and training seminars. The field instructor is also willing and able to serve in this role for a full academic year.
7. The field instructor will involve the student in an on-going evaluation of his or her performance in the field which will focus on the specifically assigned individual, family, group and community tasks (see learning agreement templates in Section 6). The field instructor agrees to inform the student immediately if the student's level of performance is not satisfactory.
8. The field instructor, in collaboration with the student, will also prepare a written evaluation of the student's progress and potential at mid-term and at the end of each semester. These evaluations should be shared with the student in a joint interview set up for the specific purpose of formal evaluation by the field instructor.
9. The field instructor will attend meetings with the faculty liaison/Field Coordinator as scheduled.

Agency Supervisor (Non Social Work) Role and Responsibilities

With prior approval from the Field Education Office, a preceptor model of field instruction for students may be utilized in agencies that do not have a social work field instructor available. All requests are reviewed on a case by case basis. This model is considered when a field agency does not have an employee available for field instruction and the area of practice is a program that the Field Education Office deems appropriate to develop for social work students. In one model, the Department provides an MSW faculty member to meet with students at the agency (on-site); he/she has the primary responsibility in supervising the student's internship activities. In a second model, which applies only to the BA program, the department will provide campus based field instruction with an MSW faculty member for the student. The agency agrees to identify an agency supervisor to work with the student on-site. The department's off-site field instructor will lead group seminars weekly with undergraduate students without social work on-site supervision.

Non-Social Work Agency Supervisor qualifications and responsibilities

1. For BA students, agency supervisors will have a degree in an area relevant to social work practice and services offered by the agency provide appropriate practice experience.
2. Assist students in the development of their learning agreements in consultation with the SWRK 181-I/182-I Seminar Instructor and Faculty Field Liaison.
3. Assist the student in defining tasks to meet learning objectives and assist student with the integration of practice realities and theoretical concepts.
4. In consultation with the Faculty Field Liaison, assist in the evaluation of student performance.

Off-site field Instructor qualifications and responsibilities

1. Meet the criteria to be field instructor
2. Assume primary responsibility for assisting students in the development of their learning agreements in consultation with the agency supervisor.
3. Assist the agency supervisor and student in clarifying learning objectives and assist student with the integration of practice realities and theoretical concepts.
4. In consultation with the agency supervisor and the field liaison, assist in the evaluation of student performance.

SECTION 3.

Field Education and Practice Curriculum

EPAS (Educational Policy and Accreditation Standards) Competencies & Behaviors

CALIFORNIA STATE UNIVERSITY, FRESNO

Department of Social Work Education

Council on Social Work Education

2015 EPAS Competencies & Behaviors

Competency	Behaviors
<p>1. Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p>	<ol style="list-style-type: none">1) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.2) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.3) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.4) Use technology ethically and appropriately to facilitate practice outcomes.5) Use supervision and consultation to guide professional judgment and behavior.
<p>2. Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p>	<ol style="list-style-type: none">1) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences and practice at the micro, mezzo, and macro levels2) Present themselves as learners and engage clients and constituencies as experts of their own experiences.3) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

<p>3. Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p>	<ol style="list-style-type: none"> 1) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels. 2) Engage in practices that advance social, economic, and environmental justice.
<p>4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p>	<ol style="list-style-type: none"> 1) Use practice experience and theory to inform scientific inquiry and research. 2) Apply critical thinking to engage in analysis of quantitative and qualitative research methods AND 3) Use and translate research evidence to inform and improve practice, policy, and service delivery.
<p>5. Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p>	<ol style="list-style-type: none"> 1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 2) Assess how social welfare and economic policies impact the delivery of and access to social services. 3) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement 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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p>	<ol style="list-style-type: none"> 1) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 2) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment 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 understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:</p>	<ol style="list-style-type: none"> 1) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND 2) Apply knowledge of human behavior and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. 3) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies 4) Select appropriate intervention strategies based on the assessment, research, knowledge, and value and preferences of clients and constituencies

<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:</p>	<ol style="list-style-type: none"> 1) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND 2) Apply knowledge of human behavior and the social environments with clients and constituencies; 3) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 4) Facilitate effective transitions and endings that advance mutually agreed-on goals. 5) Facilitate effective transitions and endings that advance mutually agreed-on goals.
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations & Communities</p> <p>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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p>	<ol style="list-style-type: none"> 1) Select and use appropriate methods for evaluation of outcomes; AND 2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 3) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND 4) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Introduction to Course and Instructor:

SYLLABUS FOR FIELD INSTRUCTION A (SWRK 181-I)	
Fall 2023	California State University, Fresno
Course Information:	Instructor Name :
Units:	Office Number:
Time:	E-Mail:
Location:	Telephone:
Website:	Office Hours:

Course Description:

Field Instruction A (6). First semester field internship. Guided social work practice experience with individuals, groups, families and organizations. Liability insurance required during internship. CR/NC grading only.

Prerequisites for the Course:

Senior standing, minimum 2.0 GPA, completion of UDWS requirement, GE Foundation and Breadth, and SWRK 20, 123, 135, 136, 160 and 161. Concurrent enrollment in SWRK 180 (formerly 139)

Required Course Materials:

Students enrolled in SWrk 181-I are required to purchase liability insurance which is included in student fees for students enrolled in internship courses. See the Undergraduate Field Education Manual for details. It can be located and downloaded at the department website, www.fresnostate.edu/socwork.

A. Material

1. Field calendar (available on line at the DSWE website)
2. SWrk 181-I learning agreement template (available on line at the IPT website)
3. Student Performance, Field Instructor, and Agency Evaluation Forms (available on line at the IPT website)
4. Undergraduate Field Education Manual (available on line at the DSWE website)

B. Reading

1. Undergraduate Field Education Manual (available on line at the DSWE website)
2. Readings as assigned by the field instructor.

Course Specifics:

Summary of the Course: SWrk 181-I, Field Instruction A, is the field practicum undertaken for 15 hours per week (two or three days a week as designated by the placement agency and the DSWE) for the first semester of the senior year. Students are placed in approved human service agencies under the supervision of selected social work field instructors in order to develop entry level, generalist social work skills. It is the goal of this course to provide students with the practice experience necessary to integrate the primary theoretical perspectives of the program (systems,

ecological, learning and conflict theories) with experience, values, and skills in working with, and on behalf of, clients/constituents in an informed, self-critical and helpful fashion. The course goals and objectives address the nine educational competencies required of all social work programs accredited by the Council on Social Work Education. In keeping with the core values of the profession, generalist practice knowledge and skills are developed within an empowerment perspective with specific attention to diversity awareness and social justice.

Field Instruction A has a “macro” focus to correspond with concurrent enrollment in the macro practice course, SWrk 180. Students develop beginning level social work strategies and skills working with larger systems, intra and inter-agency groups, committees, boards, administration and communities. SWrk 181-I is linked to SWrk 180 (macro) and focuses on problem identification, beginning steps of intervention, and the evaluation of one’s own supervised practice. The course syllabi for both SWrk 180 and SWrk 181-I are provided to all students and field instructors in the Undergraduate Field Manual. Through a process of active learning, questioning, observing, reflecting and practicing, students are expected to acquire professional generalist social work practice competencies necessary for entry level employment upon graduation. Satisfactory completion of the practicum also serves as preparation for graduate study.

Course Goals:

1. To promote the understanding and development of professional identity as a generalist social worker. (Competency 1)
2. To promote the understanding of core social work values, standards, ethics, and legal parameters associated with beginning level practice. (Competency 1)
3. To develop beginning generalist social work practice skills, with an emphasis on macro practice, applying diversity awareness and the principles of social justice and empowerment. (Competencies 2, 3, 5, 6, 7 and 8)
4. To begin to develop basic skills in evaluation of practice and research in generalist social work practice with applications in larger systems. (Competencies 4 and 9)

Student Learning Outcomes:

- 1.1 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 1.2 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- 1.3 Use technology ethically and appropriately to facilitate practice outcomes.
- 1.4 Use supervision and consultation to guide professional judgment and behavior.
- 2.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- 3.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- 3.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- 3.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- 3.4 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- 3.5 Engage in practices that advance social, economic, and environmental justice.

- 3.6 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- 3.7 Assess how social welfare and economic policies impact the delivery of and access to social services.
- 3.8 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- 3.9 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- 3.10 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 3.11 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 3.12 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- 3.13 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- 3.14 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 3.15 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- 3.16 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- 3.17 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- 3.18 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- 3.19 Facilitate effective transitions and endings that advance mutually agreed-on goals.
- 4.1 Use practice experience and theory to inform scientific inquiry and research.
- 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- 4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.
- 4.4 Select and use appropriate methods for evaluation of outcomes;
- 4.5 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- 4.6 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- 4.7 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Requirements/Assignments:

1. Internship attendance. Successful completion of 225 hours is required for each semester.
2. All students will develop a learning agreement using the SWrk 181-I learning agreement template. The learning agreement is due by the fourth week of field placement with signatures from the student, internship supervisor, faculty liaison and Field Coordinator. See the Undergraduate Field Manual for specific requirements.
3. Students will complete a release of Liability/Emergency Contact form and submit it to the field secretary in the department.
4. Students will complete evaluation of practice assignments. The assignments will be utilized as a beginning step to evaluating one's own practice.

Grading Policy:

SWrk 181-I is graded on a CR/NC basis. Student performance evaluations are completed at mid-semester and at the end of the semester. The field instructor and the faculty liaison recommend the grade which is assigned by the Field Coordinator. Students who do not complete the required hours within the semester period may receive an Incomplete grade which is converted to CR/NC upon successful completion of the hours and receipt of a satisfactory final evaluation.

Assignments and Examination Schedule:

Date	Assignment	Points
9/22/21	Learning Agreement	N/A
10/13/21	Mid-term Evaluation	N/A
12/8/21	Final Evaluation	N/A

Course Policies & Safety Issues

Readiness to begin internship: Work for any incompletes in prerequisite courses for the field internship must be submitted by the 10th day of instruction in the fall semester or the student will be withdrawn from the internship and co-requisite course, S Wrk 180. In addition, some agencies require interns to complete screening or orientation/trainings during the summer *prior* to beginning the internship. Students who fail to complete these processes and, as a result, are unable to begin the internship as scheduled in the fall, will be allowed no more than 3 weeks to clear requirements and begin internship. Delays beyond 3 weeks will result in administrative withdrawal from internship and the co-requisite course, S Wrk 180. Replacement will only be considered when the delay is due to significant, extraordinary factors that were beyond the student's control.

Students who fail to report to their assigned field internship as scheduled, and who fail to notify the Field Coordinator and their agency of non-attendance in the first week of field, will be withdrawn from field and the concurrent practice course, SWrk 180.

Late Papers: If you are unable to meet a deadline for a placement assignment, you are expected to discuss this issue in advance with the field instructor and/or liaison. Under certain conditions, it may be possible to make arrangements for a later deadline. Late assignments may result in the inability to accrue field placement hours until the assignment is satisfactorily completed; students cease to earn credit for internship hours when learning agreements and/or evaluations are overdue by more than 2 weeks based on scheduled due date, or, for evaluations, earned hours.

Attendance: Students are expected to establish a regular schedule of 15 hours per week for each semester of field instruction. Expectations and policies regarding attendance and participation in the field practicum are outlined in the Undergraduate Field Manual which is available on line at the department website referenced above.

Safety Issues: The Field Education office oversees student experiences in their field placements and their safety in the field. Information regarding agency and student responsibilities regarding personal safety is included in Section 3 (Agency) and Section 5 (Students) of the BA Field Manual (see the department website, www.fresnostate.edu/socwork). This information, along with Safety Tips, is provided in recognition of the reality of potential physical vulnerability of social workers in carrying out their professional responsibilities.

Dismissal: The university and department policies on dismissal are outlined in the Undergraduate Field Manual. All students are responsible for conducting themselves in a professionally appropriate and ethical manner at all times during the field internship. All students are also responsible for knowing and adhering to both university and department policy as outlined in the

Undergraduate Field Manual and the University catalog. Students are also responsible for knowing and adhering to policies specific to their field internship agency.

Cell Phones: Policies concerning cell phone use are determined by the agency and the field instructor.

University Policies and Services:

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

SUBJECT TO CHANGE STATEMENT:

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

**Tentative Course Schedule
Social Work 181-I**

WEEK	HOURS	FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS
1	15	Attend DSWE Field Internship Orientation Establish schedule for internship Discuss mission of the agency Attend relevant agency meetings, training and orientation Read the Policy and Procedure Guides at your agency that are specific to your placement Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda
2	15	Development of Learning Agreement Interview 2 social workers to gain information on their role in the agency Discuss your understanding of the role of a social work intern from a generalist perspective Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda
3	15	Discuss appropriate professional boundary setting Read and discuss the NASW Code of Ethics Discuss DSWE and agency policy on social media communication Shadow experienced agency staff Meet with diverse agency staff at your field placement agency and use empathy, reflection and other interpersonal skills to engage and develop rapport Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda
4	15	Learning Agreement Due Attend a staff, community and/or Board of Directors meeting related to the field placement agency Research a minimum of 1 policy that directly affects the well-being of the population served by the agency Identify a policy change to address a social justice need related to your field agency Reflect in monthly journal entries how your values influence work with clients Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda
WEEK	HOURS	FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS
5	15	Review and discuss NASW's cultural competence standards Collaborate with all clients/consumers to understand their culture, ensuring self-determination and mutuality

		<p>Self-assess your interaction with clients/consumers and how culture impacts your practice</p> <p>Conduct an ethnographic interview with someone from a community or culture different from your own</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
6	15	<p>Identify a research activity occurring at your placement agency (i.e. data collection, surveys, program evaluation)</p> <p>Identify 2 evidence based practice methods that apply to practice at your field agency</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
7	15	<p>Review documentation of assessment, planning, intervention, evaluation, and termination plan</p> <p>Complete a written process recording of a contact/meeting on which your focus was to engage with a client/consumer</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
8	15	<p>NASW Code of Ethics apply principles to your observations of agency activities and discuss in supervision</p> <p>Conduct an assessment of your agency</p> <p>Discuss personal/ethical/value dilemmas with agency supervisor/field instructor.</p> <p>Reflect in monthly journal entries how your values influence work with clients</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
9	15	<p>Research and implement entry-level practice interventions at the mezzo and macro levels</p> <p>Work with a client to develop an intervention plan under supervision that includes mutually agreed upon goals and objectives</p> <p>Attend an inter professional meeting</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
10	15	<p>Present a summary of your placement agency and its service delivery based on your agency assessment.</p> <p>Case management</p> <p>Supervision</p>
WEEK	HOURS	FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS
11	15	<p>Identify a research activity occurring at your placement agency (i.e. data collection, surveys, program evaluation)</p> <p>Identify 2 evidence based practice methods that apply to practice at your field agency</p>

		<p>Identify and discuss with field instructor how your field agency evaluates outcomes. Discuss application of one of the methods to your practice</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
12	15	<p>Visit 2 agencies that provide services to clients/consumers of your field agency</p> <p>Conduct participant observation of a small group</p> <p>Review the process with the co-facilitator</p> <p>Reflect in monthly journal entries how your values influence work with clients</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
13	15	<p>Identify and discuss with your field instructor how your field agency evaluates outcomes</p> <p>Discuss effectiveness of macro level interventions and program processes in weekly supervision and apply findings to practice</p> <p>Write your own mid-term and final semester self-evaluation and discuss your perceptions in supervision</p> <p>Complete evaluation of practice using goal attainment scaling</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
14	15	<p>Prepare for termination from internship</p> <p>Participate in the termination or transition of social work services with a minimum of 2 clients/consumers</p> <p>Identify learning needs for next semester</p> <p>Discuss effectiveness of macro level interventions and program processes</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
15	15	<p>Termination</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p> <p>Final Semester Evaluation for SWrk 181-I Due: 225 hours completed</p>

Introduction to Course and Instructor:

SYLLABUS FOR FIELD INSTRUCTION B (SWRK 182-I)	
Spring 2024	California State University, Fresno
Course Information :	Instructor Name :
Units:	Office Number:
Time:	E-Mail:
Location:	Telephone:
Website:	Office Hours:

Course Description:

SWRK 182-I. Field Instruction B (6). Second semester field internship. Guided social work practice experience with individuals, groups, families and organizations. Liability insurance required. CR/NC grading only.

Prerequisites for the Course:

Senior standing, minimum 2.0 GPA, SWRK 181-I and concurrent enrollment in SWRK 183

Required Course Materials:

Students enrolled in SWrk 182-I are required to purchase liability insurance which is included in student fees for students enrolled in internship courses. See the Undergraduate Field Education Manual for details. It can be located and downloaded at the department website, www.fresnostate.edu/socwork.

A. Material

1. Field calendar (available on line at the DSWE website)
2. SWrk 182-I learning agreement template (available on line at the IPT website)
3. Evaluation Forms (available on line at the IPT website)
4. Undergraduate Field Education Manual (available on line at the DSWE website)

B. Reading

1. Undergraduate Field Education Manual (available on line at the DSWE website)
2. Readings as assigned by the field instructor

Course Specifics:

Summary of the Course: Social Work 182-I, Field Instruction, is the field practicum undertaken for approximately two days a week for the second semester of the senior year. Students are placed in approved human service agencies under the supervision of selected social work field instructors in order to develop entry level, generalist social work skills. It is the goal of this course to provide students with the practice necessary to integrate the primary theoretical perspectives of the program (systems, ecological, learning and conflict theories) with experience, values, and skills in working with, and on behalf of, clients/constituents in an informed, self-critical and helpful fashion. The course goals and objectives address the nine educational competencies required of all social work programs accredited by the Council on Social Work Education. In keeping with the core values of the profession, generalist practice knowledge and skills are developed within an empowerment perspective with specific attention to diversity awareness and social justice.

Field Instruction B has a “micro” focus to correspond with concurrent enrollment in the micro practice course, SWrk 183. Students develop beginning level social work strategies and skills working with small systems, including individual, families and small groups. SWrk 182-I is linked to SWrk 183 (micro) and focuses on problem identification, beginning steps of intervention, and the evaluation of one’s own supervised practice. The course syllabi for both SWrk 182-I and SWrk 183 are provided to all students and field instructors in the Undergraduate Field Manual. Through a process of active learning, questioning, observing, reflecting and practicing, students are expected to acquire professional generalist social work practice competencies necessary for entry level employment upon graduation. Satisfactory completion of the practicum also serves as preparation for graduate study.

Course Goals:

1. To promote the understanding and continued development of professional identity as a generalist social worker. (Competency 1)
2. To strengthen the understanding of core social work values, standards, ethics, and legal parameters associated with beginning level practice. (Competency 1)
3. To continue to develop beginning generalist social work practice skills, with an emphasis on micro practice, applying diversity awareness and the principles of social justice and empowerment. (Competencies 2, 3, 5, 6, 7 and 8)
4. To demonstrate basic skills in evaluation of practice and research in generalist social work practice with a focus on smaller systems. (Competencies 4 and 9)

Student Learning Outcomes:

- 1.1 Continue to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 1.2 Continue to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- 1.3 Continue to use technology ethically and appropriately to facilitate practice outcomes.
- 1.4 Use supervision and consultation to guide professional judgment and behavior.
- 2.1 Make ethical decisions by continuing to apply the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- 3.1 Apply and communicate increased understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- 3.2 Present themselves as learners and effectively engage clients and constituencies as experts of their own experiences.
- 3.3 Continue to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- 3.4 Continue to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- 3.5 Engage in practices that advance social, economic, and environmental justice.
- 3.6 Continue to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- 3.7 Continue to assess how social welfare and economic policies impact the delivery of and access to social services.
- 3.8 Apply critical thinking on an ongoing basis to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

- 3.9 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to effectively engage with clients and constituencies.
- 3.10 Continue to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 3.11 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 3.12 Continue to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- 3.13 Practice mutuality in the development of intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- 3.14 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 3.15 Continue to develop ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- 3.16 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- 3.17 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- 3.18 Continue to develop ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- 3.19 Facilitate effective transitions and endings that advance mutually agreed-on goals.
- 4.1 Continue to use practice experience and theory to inform scientific inquiry and research.
- 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- 4.3 Use and translate research evidence continuously to inform and improve practice, policy, and service delivery.
- 4.4 Select and use appropriate methods for evaluation of outcomes;
- 4.5 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- 4.6 Continue to critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- 4.7 Apply evaluation findings continuously to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Requirements/Assignments:

- 1. Internship attendance. Successful completion of 225 hours is required for each semester.
- 2. All students will develop a learning agreement using the SWrk 182-I learning agreement template. The learning agreement is due by the fourth week of field placement with signatures from the student, internship supervisor, faculty liaison and Field Coordinator. See the Undergraduate Field Manual for specific requirements.
- 3. Students will complete a release of Liability/Emergency Contact form and submit it to the field secretary in the department.
- 4. Students will complete evaluation of practice assignments. The assignments will be utilized as a beginning step to evaluating one's own practice.

Grading Policy:

SWrk 182-I is graded on a CR/NC basis. Student performance evaluations are completed at mid-semester and at the end of the semester. The field instructor and the faculty liaison recommend the grade which is assigned by the Field Coordinator. Students who do not complete the required hours within the semester period may receive an Incomplete grade which is converted to CR/NC upon successful completion of the hours and receipt of a satisfactory final evaluation.

Assignment and Examination Schedule:

Date	Assignment	Points
2/18/22	Learning Agreement	N/A
3/16/22	Mid-term Evaluation	N/A
5/11/22	Final Evaluation	N/A

Course Policies & Safety Issues

Readiness to begin internship: Work for any incompletes in prerequisite courses for the field internship must be submitted by the 10th day of instruction in the fall semester or the student will be withdrawn from the internship and co-requisite course, SWrk 183. Replacement will only be considered when the delay is due to significant, extraordinary factors that were beyond the student's control.

Students who fail to report to their assigned field internship as scheduled, and who fail to notify the office and their agency of non-attendance in first week of field, will be withdrawn from field and the concurrent practice course, SWrk 183.

Late Papers: If you are unable to meet a deadline for a placement assignment, you are expected to discuss this issue in advance with the field instructor and/or liaison. Under certain conditions, it may be possible to make arrangements for a later deadline. Late assignments may result in the inability to accrue field placement hours until the assignment is satisfactorily completed; students cease to earn credit for internship hours when learning agreements and/or evaluations are overdue by more than 2 weeks based on scheduled due date, or, for evaluations, earned hours.

Attendance: Students are expected to establish a regular schedule of 15 hours per week for each semester of field instruction. Expectations and policies regarding attendance and participation in the field practicum are outlined in the Undergraduate Field Manual which is available on line at the department website referenced above.

Safety Issues: The Field Education office oversees student experiences in their field placements and their safety in the field. Information regarding agency and student responsibilities regarding personal safety is included in Section 3 (Agency) and Section 5 (Students) of the BA Field Manual (see the department website, www.fresnostate.edu/socwork). This information, along with Safety Tips, is provided in recognition of the reality of potential physical vulnerability of social workers in carrying out their professional responsibilities.

Dismissal: The university and department policies on dismissal are outlined in the Undergraduate Field Manual. All students are responsible for conducting themselves in a professionally appropriate and ethical manner at all times during the field internship. All students are also responsible for knowing and adhering to both university and department policy as outlined in the Undergraduate Field Manual and the University catalog. Students are also responsible for knowing and adhering to policies specific to their field internship agency.

Terminating from Internship: When terminating from the internship, students shall fulfill all exit procedures (e.g., returning keys, badges), transfer cases (as per case plans) and complete all necessary case notes. Failure to appropriately terminate from the internship will result in a grade of Incomplete, at minimum, or No Credit (NC).

Cell Phones: Policies concerning cell phone use are determined by the agency and the field instructor.

University Policies and Services:

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

SUBJECT TO CHANGE STATEMENT:

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

**Tentative Course Schedule
Spring**

WEEK	HOURS	FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS
1	15	Resume schedule for internship Discuss multiple roles of a social worker Review documentation of assessment and use of technology Attend relevant agency meetings Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda
2	15	Meet with diverse clients/consumers of your field placement agency and use empathy, reflection and other interpersonal skills to engage and develop rapport Participant in an observation of an assessment Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda
3	15	Discuss appropriate professional boundary setting Role play assessment and interviewing Conduct an initial screening or psychosocial assessment Interview 2 agency clients/consumers who have had access issues in receiving services. Make a list of the barriers and discuss potential policy solutions in supervision Advocate for an identified individual need Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda
4	15	Learning Agreement Due Meet with a diverse client/consumer of your field placement agency and use empathy, reflection and other interpersonal skills to engage and develop rapport. Advocate for an identified individual need Complete a written process recording Reflect in monthly journal entries how your values influence work with clients Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda
WEEK	HOURS	FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS
5	15	Provide case management services, brokering and linkage to resources Present in supervision a practice situation in which you applied the NASW Code of Ethics and relevant laws and regulations Participate in professional activities that advance social, economic and/or environmental justice (for example, community education events, lobbying) Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda

6	15	<p>Interview two agency employees from 2 different cultural backgrounds</p> <p>Provide social work services to a minimum of 3 clients culturally different from you</p> <p>Participate in negotiation, mediation and advocacy for a minimum of 3 clients</p> <p>Identify practice situations that raise bias/values issues for you</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
7	15	<p>Review documentation of assessment</p> <p>Meet with a client/consumer and develop an eco-map and a three generational genogram as part of the assessment process</p> <p>Develop culturally relevant service plans mutually with clients/consumers to address needs identified in the assessment</p> <p>Identify an issue presented by a client/consumer. Research and read 2 professional articles related to the issue and discuss in supervision how you can apply the information to your practice</p> <p>Complete your own mid-term self-evaluation and discuss your perceptions in supervision</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
8	15	<p>Discuss ethical dilemmas in maintaining professional boundaries</p> <p>Casework with clients/consumers culturally different from self</p> <p>Attend an inter-professional meeting that addresses the needs of clients/consumers served by your field agency</p> <p>Reflect in monthly journal entries how your values influence work with clients</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
WEEK	HOURS	FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS
9	15	<p>Attend a multidisciplinary/team meeting addressing client needs</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
10	15	<p>Attend a professional meeting (NASW, Social Work Student Organization, etc.)</p> <p>Participate in professional activities that advance social, economic and/or environmental justice (for example, community education events, lobbying)</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
11	15	<p>Policy practice with or on behalf of a client/consumer</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>

12	15	<p>Co-facilitate a small group</p> <p>Review the process with the co-facilitator</p> <p>Reflect in monthly journal entries how your values influence work with clients</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
13	15	<p>Complete evaluation of practice using goal attainment scaling</p> <p>Conduct an evaluation of the outcomes of your intervention with two different clients/consumers</p> <p>Discuss effectiveness of micro, mezzo and macro interventions and program processes and apply findings to practice at all system levels</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
14	15	<p>Prepare for termination from internship ensuring that all required documentation is completed</p> <p>Complete your own final self-evaluation and discuss your perceptions in supervisions</p> <p>Develop plan for professional growth</p> <p>Reflect in monthly journal entries how your values influence work with clients</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p>
WEEK	HOURS	FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS
15	15	<p>Termination</p> <p>Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda</p> <p>Final Semester Evaluation for SWrk 182-I Due: 225 hours completed</p>

SECTION 4.

Field Education Policies and Procedures

Field Education Site Description and Selection

There are three categories of field instruction agencies: designated instructional sites, nonprofit field agencies, and for profit field agencies. The criteria governing the use of agencies for field instruction has been established by the Department of Social Work Education in conformity with accreditation standards developed by the Council on Social Work Education.

Designated Instructional Sites

Agencies approved for use as designated instruction centers are those public services agencies which enter into a “designated agency” agreement with the Department of Social Work Education. Such an agreement binds the agency to developing, maintaining, and staffing a field instruction program for social work students; and binds the department to placing students in that agency. Thus, the agency can depend upon having social work students from one year to the next. Agencies given “designated” status must meet at least the following criteria:

1. The policy making board and/or director, and the administrative staff, have conviction about the value of social work education; and accept field instruction as an appropriate function of the agency.
2. The emotional and attitudinal climate of the agency is conducive to learning and to the student’s identification with the values of the social work profession.
3. The policy and procedures governing the agency’s operation clearly define and reflect a philosophy consistent with the values and ethics of the social work profession and with the objectives of social work education.
4. The agency develops and delivers an instructional program that provides supervision by qualified personnel (i.e., MSW or, in rare situations, qualified non-MSW) and the range and quality of learning experiences needed to illuminate classroom teaching and promote the student’s personal and professional growth.
5. The agency provides for 1) space and equipment needed by students and their field instructor, i.e., desks, telephone, privacy for interviews and conferences, etc.; and 2) the use of case material and other agency data a student might need to fulfill class assignments and research provided confidentiality can be maintained for both individuals and agencies.

Non Profit Agencies

Agencies categorized as nonprofit field sites meet minimum qualifications for any organization desirous of accepting students for field instruction. These qualifications are as follows:

1. The agency employs an individual who possesses an MSW or BA in Social Work degree from a CSWE accredited program (or comparable international program).
2. The individual possessing the Social Work degree is willing to provide the requisite field instruction to the field students, and fulfill the role and responsibilities of the field instructor.
3. The agency will provide the Field Instructor with time to attend field instructor training and continuing education programs.
4. The emotional and attitudinal climate of the agency is conducive to learning.
5. The agency provides for 1) space and equipment needed by students and their field instructor, i.e., desks, telephone, privacy for interviews and conferences, etc and 2) the use of case material and other agency data a student might need to fulfill class assignments and research provided confidentiality can be maintained for both individuals and agency.

For Profit Field Sites

Agencies that have for-profit tax status may occasionally be used as field sites for social work students. Those agencies must meet the minimum qualifications listed above under the nonprofit status. The following additional requirements also apply: Students may not be placed in either individual or group private practitioner offices for field internship.

The specific duties and responsibilities of students placed in a for-profit setting must be clearly delineated. Any assignments or activities of the student that involve revenue generation must result in payment to the student of a stipend of 50% of the revenue generated.

The for profit placement site must assume responsibility for the calculation and distribution of any stipend monies owed to the student as a result of the student's revenue generating activities.

Agency Selection Process

The Field Coordinator or designee is responsible to the Department Chair for the selection and maintenance of all field placements in the B.A. and M.S.W. programs. The Field Coordinator, sometimes assisted by members of the Field Review and Certification Committee, completes a study of a potential new field site.

The Field Coordinator meets with and obtains the professional vitae of prospective new field instructors and presents recommendations to the Field Review and Certification Committee. This committee may request further information, recommend deferring, rejecting or accepting the proposed new site and field instructor(s) and/or set other conditions. Where a student's work site becomes his/her internship, an "in-agency" placement also must be in an approved agency.

The following criteria are used in evaluating agencies for the field practicum:

1. Agency must be able to provide student with learning opportunities to meet ALL of the common learning goals listed in the learning agreements.
2. Agency staff and administrators must wish to participate in social work education, endorse the goals and objectives of the program, and be willing to develop and maintain effective communication with the Department in all matters relevant to field instruction, and offer support of an administrative, practical and possibly financial kind. Support includes the provision of space, equipment, clerical services, insurance, and travel expenses as detailed in the formal agreement between the university and each agency. Agency Profiles are on file in the department office.
3. Where an agency is not primarily a social service one, there is evidence of its good standing professionally on the national and local level. Its objectives, values and ethics are compatible with those of the program and of the social work profession, and it supports social work values, concepts and goals.
4. Both the agency administration and the field instructors agree to follow program policies set forth in the Field Manual or negotiate for changes as necessary.
5. The agency must be reasonably accessible geographically so that adequate contact can be maintained between the Department and the agency
6. The agency's staffing structure is expected to reflect non-discriminatory, affirmative action policies.
7. The agency's administration supports students' learning and experiential needs and is sufficiently flexible to allow for innovation and progression in learning assignments.

8. The agency has a conceptual framework identifying the interventive methods utilized in practice which is compatible with relevant social work theory and values.
9. The agency is relatively stable in expecting to maintain programs and personnel throughout the practicum.
10. Agency target systems reflect the broad range of social work concerns, i.e. identifiable unmet bio-psycho-social and/or community needs.
11. Agency client systems are diversified in terms of ethnic origin, age, gender, and socio-economic status reflective of the community at large.
12. A variety of social work roles are used, and the student can participate in working with people and programs, in the five-part problem-solving process, from assessment through evaluation.
13. The agency is willing to enter into a formal agreement with the university to participate in the program by providing field learning experiences to students for the time period covered by the agreement.

Department's Curriculum Expectations

Selecting a field site requires thorough study. Settings are required which challenge the students' interests, maximize their learning, and provide them with the depth and breadth of experience required by the curriculum and the general objectives of the program. It is expected that the agencies selected as field sites reflect the breadth, diversity and variety of fields of practice within the San Joaquin Valley. Agencies are evaluated on their ability to provide assignments with a range of persons of different cultural backgrounds. It is assumed that the learning experiences provided through field work are essential to the achievement of the objectives of the social work curriculum. Purposeful helping or problem-solving activities with the recipients of social services enable the student to experience the discipline of professional relationships; to gain new knowledge and understanding in all content areas of the curriculum; to learn to apply and test social work principles, values and techniques; and to develop the skills and self-awareness necessary for professional competence as a social worker. The field practicum is undertaken two to three days per week in the senior year. The practicum is taken concurrently with practice courses during both semesters.

This curriculum design is intended to maximize the integration of classroom and field practicum learning. Evaluating one's own social work practice is an additional goal of the curriculum. Students are expected to develop the skills necessary to assess their own performance and the effects of their performance upon intervention outcomes. The development of learning agreements in the field practicum is conducted in conjunction with concurrent enrollment in practice classes. This design provides integral linkage between classes and field through the development of learning objectives which include evaluation of one's own practice.

Use of Employment as a Field Education Site

Increasingly, a number of both Master's level and Bachelor's level students are inquiring as to whether they may use a current employment site as their field practicum setting (In-Agency Placement). This option can be helpful in making social work education possible to students and increase the level of professional resources within the agency. However, these arrangements, unless carefully developed and monitored, can diminish the quality and integrity of field education.

Specific criteria need to be followed in order to ensure that employment sites as field practicum settings offered through the Department of Social Work Education at CSUF conform to the professional standards required of all field experiences, and adhere to the standards set forth by the Council on Social Work Education (CSWE) and the department's Curriculum/Field Instruction policies. Clear distinction between employment and field practicum assignments is crucial to the success of the student's experience.

As an initial step, the student should review the basic requirements below that must be met in order to utilize an employment site as a field practicum.

Formal request for this arrangement is initiated by the student in consultation with the Field Coordinator or Assistant Field Coordinator at the time of application for field placement. Guidelines for a written application can be found at the end of this document.

The application form for in agency placement can be found on the DSWE website.

Basic Requirements of In-Agency Placements

1. The student has permanent status and has worked for a minimum of one year at the agency; and cleared probationary status for current work assignment;
2. A clear delineation is established between employment roles/responsibilities and educationally focused field practicum experiences;
3. There are specified and separate assigned field work hours and employment hours;
4. It is expected that the employee's workload will be reduced commensurate to the amount of time required for field practicum;
5. Field practicum assignments must be in a different program or service area than the student's current *or previous work, internship, or volunteer experience(s)*;
6. The field instructor must either have an M.S.W. or BA in Social Work degree from a CSWE accredited program and 2 years' experience and be different from the current job supervisor; and have no authority over the student's employment;
7. The agency, field instructor, and the student meet the criteria as outlined by the Department of Social Work Education curriculum and field education policies;
8. The required In-Agency Field Placement application is completed by the due date set forth by the Field Coordinator;
9. The field practicum meets the curriculum requirements in the specific areas of practice in which the graduate or undergraduate student is concurrently enrolled:
 - a. Undergraduate: SWRK 180/181-I (Macro) and SWRK 182-I/183 (Micro)
 - b. MSW1: SWRK 280/210/220 and SWRK 281/211/221 (foundation practice with individuals, families, groups, organizations and communities)
 - c. MSW2: SWRK 282/223/Track Practice I and SWRK 283/248/ Track Practice II (advanced practice with individuals, groups, organizations, families and communities)
10. The agency administrator provides written authorization stating approval of use of employment site as a field practicum setting and its commitment in adhering to Department of Social Work Education policies; and,
11. Generally, the student may use an employment site for only one year. There may be exceptions to this policy. Decisions will be based on the learning needs of the individual student and the educational soundness of the in- agency application.

Student, Agency and Field Instructor Standards for In-Agency Placements:

Students who are employed in social service/social work agencies may apply for an in-agency field placement. The student, agency and field instructor must be able to meet established criteria to:

1. assure the educational focus of field work;
2. provide new and challenging experiences to the student and be able to differentiate practicum activities from regular employment activities;
3. maximize learning opportunities; and,
4. conform to the high standards required of all field experiences.

In order to meet the requirements of an educationally based field work experience, the student, agency and field instructor must meet the following criteria:

Student Standards:

1. Student must have permanent status and been employed by the agency for at least one year and cleared probationary status for current work assignment.
2. Student's employment performance evaluation must be at a satisfactory level. During the academic year, student must continue to perform at a satisfactory level in both employment and the field practicum setting. Failure to maintain satisfactory job performance will result in loss of approval to use the employment site for field practicum and necessitate replacement to another internship. Replacement and staying "on track" with the curriculum is not guaranteed; it is possible that the student will have to withdraw from field and practice courses and re-enter field in the internship cycle beginning the next fall.
3. Generally, the student who completes an In-Agency placement may use this setting for only one academic year. There may be exceptions to this policy. Decisions will be based on the learning needs of the individual student and the educational soundness of the in-agency application.

Agency Standards:

1. Agency must offer diverse learning opportunities appropriate to the specified student's learning needs and in conjunction with concurrent practice class requirements.
2. Agency must provide experiences for the student during field work hours that are *significantly differentiated* from regular work activities and duties. Assignments proposed for field work must be educationally focused and meet the DSWE criteria. Agency must ensure the availability of release time for student's classes and field instruction.
3. Field practicum assignments must:
 - a. be in a different department, service, or unit of the agency -- the student's work assignments must be completely differentiated from field internship experiences;
 - b. assign hours for field work to be designated as specific field work hours or blocks of time for field work.
4. If agency has not been evaluated, approved and confirmed as a regular field placement site, the agency will follow the required department curriculum and field instruction policies for approval. Once approved as a field placement site, the agency must be willing to host interns in future years for the term of their agreement with DSWE.
5. Agency must agree not to alter the field assignments or field arrangements without consultation and approval by the Field Coordinator.

Field Instructor Standards:

1. A field instructor assigned to a student employee must:
 - a. be qualified and meet the criteria set by the department for all field instructors, including all field instructor application and confirmation policies and procedures;
 - b. be different from the student's current employment supervisor; and have no authority over student's employment,
 - c. provide field instruction for that specific student for only one academic year.

Agency Rights and Responsibilities

1. Responsibilities

- a. Provide sufficient social work practice experiences and observational/educational opportunities for social work students to complete all of the assignments in the learning agreements in a timely fashion.
- b. Support the employee/field instructor with reduced caseloads or release time sufficient to be a competent field instructor and perform the additional responsibilities of this assignment.
- c. Honor the learning agreement developed between the field instructor and student.
- d. Provide office space, clerical services, use of relevant case material, and other resources deemed necessary to adequately carry out the agreed upon educational plan of the student.
- e. Orient students to agency policies and procedures for personal safety. Include information regarding the community and agency context, clients, security of personal belongings, relevant health precautions, and any other safety guidelines applicable to the field setting.
- f. Do not require students to participate in learning tasks if the student does not feel safe.
- g. Not decrease the number of regular staff when a student has been placed for field instruction.
- h. Provide multi-stage learning experiences where and when feasible. Learning stages begin with entry level BA experiences and progress to meet the particular needs of the individual student.
- i. Notify the Field Liaison and Field Coordinator immediately when serious problems with a student are indicated; and provide prompt written notification and justification for asking a student to leave, or be removed from, the agency.
- j. Notify the Field Liaison and Field Coordinator immediately of any injury to student while in field or incident involving the student that may have implications for his/her liability.

2. Rights

- a. Upon meeting and interviewing the student, agencies can refuse to accept him/her for an internship for reasons pertaining to personality conflicts or educational inappropriateness. For example, a student lacks sufficient skill and knowledge to undertake the beginning tasks of the agency. (If issues are identified after the internship has begun and criteria are not met to immediately terminate the placement [see below], the student must be afforded due process and the opportunity to correct behaviors of concern before he/she may be withdrawn from the internship.)
- b. Agencies can ask for the immediate removal of a student who is determined to be a danger to the consumers of the services rendered; who is disruptive to the work environment; demonstrates serious unprofessional conduct; or who breaches confidentiality.
- c. Identification of a pattern of student conduct that is unprofessional (e.g, unexplained absences and attendance issues, showing questionable ethical decision making, apathetic performance) or shows an inability to perform in the field should first lead to consultation with the field liaison and a corrective action plan. Under the corrective action plan, documentation of a continued pattern of unsatisfactory student conduct constitutes grounds for dismissal of the student from the field site.
- d. If an agency does not allow a student to return to the agency due to any of the above, the student may be administratively dropped from the field sequence and possibly from the social work program since such acts may result in the harm to clients and are generally indicative of an inappropriate or untimely career choice on the part of the student.

Conflict of Interest

No student may be placed in an agency wherein she/he was, or is, a client or employee or an immediate family member was, or is, a client or an employee. Since the department does not ascertain client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest (Note: declining based on conflict of interest is not the same as the “refusing to accept” concept delineated in the policy on unsuccessful interviews). Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client or an employee may be administratively dropped from the social work internship program. DSWE will evaluate the student’s suitability to continue in the social work program.

History of Arrest and/or Convictions

The Department of Social Work Education at California State University, Fresno, does not require criminal background checks for students majoring in social work. Individual agencies may require criminal background checks. The cost of such screening is the responsibility of the student where the agency does not assume the cost. *Students should be aware that criminal offenses may cause ineligibility for placement opportunities and/or liability insurance, which would prevent placement in the field.*

Students who have a history of arrest or criminal charges that did not lead to conviction(s) are advised to disclose this information to the Field Coordinator/Assistant Field Coordinator and/or department chair to avoid potential problems in the agency placement process.

Students who have a history of “job-related” misdemeanor and/or felony conviction(s) are required to disclose this information to the Field Coordinator/Assistant Field Coordinator and/or department chair during the field placement planning interview unless the conviction(s) have been legally sealed, expunged or statutorily eradicated. Examples of “job-related” convictions would include, but not be limited to, child abuse, substance use/abuse/possession, theft, violent or potentially violent crimes such as domestic violence, assault, robbery, etc.

Students who fail to inform the Field Coordinator/Assistant Field Coordinator and/or department chair of required “job-related” misdemeanor and/or felony conviction(s) and the conviction(s) become(s) known to the department may be administratively dropped from the social work program.

Liability Insurance

The department requires that students carry liability insurance. The fee for this insurance is included in semester fees. Students are not allowed to participate in internship until malpractice insurance has been paid.

Student Placement Procedures

Placements are made by the Field Coordinator and Assistant Field Coordinator after considering student preferences, educational needs, and agency capacity. Several general policies and specific procedures are detailed below:

1. General Policies

Student Placement Procedures

The placement process for students occurs during the spring semester.

The process is as follows:

- a. Meeting with faculty academic advisor or the Undergraduate Coordinator and review your General Education status. You and your advisor must complete the “Review of Academic Eligibility for SWRK 181-I” (Field Internship Form) your faculty advisor’s signature indicating that you are eligible for field is required.
- b. Complete the SWRK 181-I/182-I application form and make an appointment for a field placement interview in the Social Work office. The application must be typed. The completed SWRK 181-I/182-I application must be turned in when you make an appointment for your interview. All interviews are to be scheduled during January/February. Students who miss this deadline will be scheduled later in a second round of interviews for a much smaller selection of agencies.
- c. Letters of introduction will be emailed to the agency and student by the Social Work office.
- d. Schedule agency interviews to be completed by the date indicated on the letters.
- e. Return the Report on Field Placement Interview Process by the date indicated on the letters.
- f. In rare situations when a match cannot be made, the student will have to re-interview in a second round of interviews.
- g. At the end of the Spring semester, you will receive a letter from the Field Coordinator’s office listing your agency placement, field instructor, and other placement information. Please note: Field placements are located throughout the Central Valley in Fresno, Kings, Tulare, Madera, and Merced counties. There is no guarantee that your field placement assignment will be in Fresno.
- h. You will be instructed to contact the person designated at the agency to confirm your placement and determine what, if any, requirements (e.g., proof of immunizations, background check, orientations) you must complete prior to beginning the internship. Delays in completing prerequisites on time can result in loss of the specific internship assignment and potential delay of internship until the next academic year.
- i. If not provided by the agency, costs for prerequisites (e.g., health check/immunizations, background checks, orientations) are the student’s responsibility.
- j. No applications for field will be accepted after assignments have been made for fall. Students who miss the spring application period must wait until the following spring to apply.

Unsuccessful Placement Interviews

While the department attempts to place all students in accordance with department placement procedures, it does not guarantee that all students will be successful in the placement interview. Students who are denied a placement by three different agencies, or who refuse to accept three different agencies, or a combination of (three) thereof, will meet with the Field Coordinator.

When a placement is not secured through the regular placement process, the Field Coordinator will meet with the student to review the reasons for denial or refusal of placement, the student’s interests, and potential available internship setting(s). If a potential internship cannot be identified, the student will be informed of this and assisted in making plans to extend his/her study for the degree in social work or change his/her major. If a potential internship can be identified, the student will be referred to this agency for an interview. If this additional agency denies the student a placement or the student refuses the placement, alternatives as noted above will be explored. Again, DSWE cannot guarantee that the student will secure a placement and complete the social work degree.

Reassignment of a Student

During the first three weeks of internship, a change in placements is generally permitted when:

- Conditions change at the agency and an intern can no longer be hosted.
- An unanticipated conflict of interest arises.
- Circumstances beyond the student's control prevent the student from meeting attendance or other expectations of the agency.
- Significant mismatch of student with agency and/or field instructor is identified by the field instructor, student, and field liaison and there is consensus that a change is warranted for sound educational reasons.

It is the practice of the Department of Social Work Education to avoid changing a student's placement at any time after the first three weeks into the semester. However, reassignment of a student from one field site to another during an academic year may occur for educationally sound reasons. Students experiencing performance problems solely as a result of skill deficits will not be reassigned to a different agency. Reassignment is generally approved only when 1) issues involving the field instructor or the agency pose obstacles to student learning, 2) when there is doubt as to the cause of problems, and 3) when an appropriate agency is available to take a student mid-year. When there is doubt as to the cause of problems, the field student may be given the benefit of the doubt and reassigned to another placement.

The decision to reassign will be a joint one between the faculty liaison, student, and Field Coordinator. (Termination of an internship by the student without prior notification of the field instructor/agency, faculty liaison, and Field Coordinator, and failure to adhere to due process procedures constitutes abandonment. Student's status in the social work program will be reviewed by program faculty; consequences may range from No Credit in course, up to dismissal from the program.) The current field instructor and the agency administrator will normally have been apprised of possible reassignment of the student prior to any reassignment discussions or final decision. Reassignment to another agency requires that the faculty field liaison or Field Coordinator discuss with the prospective field instructor the reasons for, or issues causing the reassignment, including the sharing of any field evaluation the student has received. The current field instructor will be asked to give an evaluation of the student's performance to that point in time.

Students who are reassigned prior to the end of the semester will receive an "I", or "Incomplete" grade, for that current semester. The "I" will be removed from the student's record upon receipt of a satisfactory "post reassignment evaluation" from the new field instructor and completion of any required internship hours and assignments. "Post reassignment evaluations" are to be received from the department approximately two months into the new placement. The specific time frame is to be negotiated between the faculty field liaison, student, and new field instructor. Students who receive unsatisfactory "post reassignment evaluations" will receive "NC", or a No Credit grade, for the previous semester and will be asked to withdraw from both field and practice and to repeat the previous semester. All such students will be referred to their advisor for future academic planning and direction.

After plans for reassignment have been made, the student is expected to develop plans for termination of the original field assignment with the current field instructor and report such plans to the faculty field liaison.

Any plans for termination of a field assignment should reflect the agreement reached by the student and the field instructor in regard to:

1. The date on which the student will leave the agency
2. The timing and method to be used in terminating planned contacts with individuals and/or groups
3. The way in which the student will fulfill other termination responsibilities – e.g., completion of summaries needed for case transfer or closing; completion of any necessary separation procedures (signing forms, returning keys and/or identification cards, etc.). Failure to fulfill termination responsibilities can result in the loss of credit for the internship work to date and an Incomplete, up to, and including, a “No Credit” (N/C) for the semester.

Personal Safety of Social Work Students in Field Placement

The Field Education office oversees student experiences in their field placements and their safety in the field. Information regarding agency and student responsibilities regarding personal safety is included in Section 3 (Agency) and Section 5 (Students) of this manual. This information, along with the Safety Tips below, is provided in recognition of the reality of potential physical vulnerability of social workers in carrying out their professional responsibilities. The Safety Tips are quoted from the Guide to Field Education from Boston University (2016) found at <http://www.bu.edu/ssw/students/current/charles-river-campus-students/academic/forms-2/feguide/#SafetyTipsforStudentsintheField>

Safety Tips for Students in the Field

Agency Protocol:

- It is important for students to know the agency’s protocol for safety and security. The following are guidelines and suggestions that may be helpful to students, field instructors, and liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc. The agency should know the student’s schedule and whereabouts at all times, especially when the student is working outside the building.

Security of Belongings:

- The agency is responsible for providing students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked (e.g., a desk drawer or filing cabinet). Students should not leave cell phones, laptops, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Clients:

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

- Some individuals may be prone to violence and may possess a weapon. Others may be intoxicated, high on drugs, in withdrawal, or may have other medical, psychiatric, or neurological disorders. Again, we would like to emphasize that students should always consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings:

- When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling an appointment, it is helpful to think about whether other people should be around and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance in the event that a client/consumer becomes agitated. This may include having another staff person in the meeting.
- Clothing that is provocative is never appropriate and, in some instances, may impede one's ability to act in an unsafe situation, e.g., high heeled shoes, tight skirts, long scarves. Jewelry can also be used to injure the worker.

Safety Tips for Travel:

- When a student is traveling by car for field education activities, it is advisable to have clear directions and know where he or she is going. In general, it is important to be alert and attentive to one's surroundings, and to lock doors and close windows. Valuables should be placed out of sight in one's vehicle prior to parking at the destination.
- When traveling by foot or public transportation, it is advisable that students carry as little as possible. Money, license, keys, and other essentials should be carried in a pocket if possible. If a bag or briefcase is grabbed, it is best to let go of it. It is advisable to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits:

Prior to making a home visit, the student should discuss any issues related to safety with their field instructor. On an initial home visit, it is often advisable to go with another worker. Most agencies will want to know the location and scheduling of the home visits. Some agencies require a confirming telephone call upon arrival and departure from the home visit. If the student feels unsafe upon arrival or at any time during the visit, s/he should not proceed with the meeting. It might be preferable to meet at a neutral location.

Procedures for Emergencies and Injuries Related to Field Placement Based on the Workers Compensation Program

Instructions for Field Internship Students (SWRK 181-I, 182-I and SWRK 280, 281, 282 & 283)

All internship related injuries must be immediately reported to your Field Instructor, Faculty Liaison and the Field Coordinator (559-278-3992). Completion of forms will be necessary in most cases and will be explained under “Documentation”.

Medical facilities that must be used:

First Aid:

Fresno State University Health Center

Phone: (559) 278-2734

Hours of Operation: M - F 8:00am-4:45pm

Limited Services 12:00-1:00pm

NOTE: Medical assistance limited to first aid treatment

Advanced Care:

Saint Agnes Occupational Health

7202 N Millbrook Ste 108, Fresno, CA 93720

Phone: (559) 450-7777

Hours: M - F 7:30am-4:30pm

Saint Agnes Occupational Health - Northwest

4770 W Herndon Suite 110 Fresno CA 93722

Phone: (559) 450-6340

Hours: 7:30am-4:30pm M-F

NOTE: Current primary medical facility;
requires referral from CSUF Worker’s Compensation office.

Emergency Care & After Hours Care:

St. Agnes Medical Center

1303 E. Herndon Avenue, Fresno, CA

Phone: (559) 450-3205

Hours: 24 hours daily

(If seriousness of injury requires, call 911)

NOTE: *The above noted facilities MUST be used unless the Workers’ Compensation Office has a current signed pre-designation form on file to allow the use of your own primary physician. A form is available [HERE](#). (Contact Julie Irwin at 279-2125 for further information)*

DOCUMENTATION

1. The Field Coordinator will contact Julie Irwin at 278-2125 when the accident/ injury is reported so the Student Intern, Notice of Claim form can be sent directly to the injured Student Intern.
2. A Supervisor's Report of Incident or Accident form must be completed for every incident and sent to the Risk Management office within 24 hours from the date the injury is reported. (This form is located on the [EHSRM page](#).) **This form must be signed by the Field Coordinator or Department Chair in the Department of Social Work Education at Fresno State.**

The completed forms are returned to the Workers' Compensation Office. (Attn: Julie Irwin) at Mail Stop JA41 and fax 278-6995.

After hours contact the University Police Department (278-8400). Otherwise, call Environmental Health and Safety at 278-6910.

Procedures for Incidents Involving Students (No Injury to Student)

Instructions for Field Internship Students (SWRK 181, 182 and SWRK 280, 281, 282 & 283)

All internship related incidents that are relevant to student's practice liability must be immediately reported to your Field Instructor, Faculty Liaison and the Field Coordinator. Depending on the nature of the incident, student may be required to provide a written report to the Field Coordinator, who will apprise the University as warranted.

Field Instructor Training

All new field instructors are required to participate in the new field instructor training (available online) that is offered by the Department of Social Work Education. Ongoing training and workshops for field instructors are provided annually to enhance the field instruction process for students and field instructors.

Field Education Time Requirements

SWRK 181-I and 182-I, Field Instruction A and B, require the student to be in the field 15 hours per week on a regular basis throughout the fall and spring semesters. It is the department's position that optimal social work education requires a balance between classroom learning and field learning. Ideally, the requirements of field instruction should not detract from the student's ability to participate in classroom activities, nor should coursework place excessive demands on the student which make it difficult for them to function in the field agency. In order to maintain this balance, field instruction will not exceed 15 hours per week, except in unusual circumstances for which prior written approval from the Field Coordinator has been obtained.

In fulfilling these requirements the student has responsibility for:

1. Reporting for field placement on the days assigned throughout the academic year and until the last day of field in each semester. Students may not leave field early simply because they have completed 225 hours for the semester; this is a *minimum* number of hours expected of students. It is common for students to complete more than this minimum number of hours.
2. Observing only those holidays designated by the university and agency unless other prior arrangements have been made.
3. The student is expected to:
 - a. Discuss with his/her field instructor, in advance, any planned absence from the agency (including withdrawal from school).
 - b. Participate in making any arrangements necessary to avoid inconvenience of others (e.g., cancellation of appointments with clients, agency staff etc.).
4. Arrange with his/her field instructor to make up any field education time lost because of chronic illness or family crisis, such as a death or serious illness.

The student is responsible for reporting illness or other unplanned absences to his/her field instructor, either directly or indirectly, as soon as possible on the first day of his/her absence. In the event of prolonged illness, the student is responsible for notifying the faculty liaison and field Coordinator and developing a written plan for completing field. The student may find it necessary to spend compensatory time in field placement after the semester has ended. A plan for completing internship must be submitted in writing and requires the Field Coordinator's advanced written approval. When the internship extends beyond the end of the semester, an "Incomplete" grade will be given with the understanding that a credit grade will be substituted as soon as the field instructor reports that all requirements have been met. Compensatory time may not be acquired during the time that the student has scheduled classes.

5. Secure advanced authorization to substitute another learning experience for some field education days. Students are encouraged to attend certain professional conferences and other meetings of educational value, and are not required to make up the time lost from the field when agency and department approval of such attendance is given. Students wishing to spend a field day in this manner are, therefore, asked to discuss this plan with their faculty liaison and obtain agreement from their field instructor. No more than 10% of field hours may be earned in such activities. Please note that some ongoing educational seminars related to programs such as Title IV-E may count for field placement hours.
6. Adhering to the hours established for employees of the agency (usually 8:00 a.m. to 5:00 p.m. with an hour for lunch, but some agencies have adjusted their 8 hour day in varying ways and a few private agencies have shorter time requirements.)

In some residential facilities and voluntary agencies, staff schedules are adjusted to insure the availability of one or more social workers on Saturdays or during designated evening hours. When this is true, the schedule of a student may be modified in a similar manner upon receipt of approval by the faculty liaison and appropriate field instructor. Regardless of the hours established, students are expected to arrive promptly at the designated hour, to use their time productively throughout their field days, and accurately record their attendance.

7. Developing and adhering to an appropriate time schedule. As a part of his/her professional education, a student is expected to learn to manage time in a mature and disciplined manner. This means keeping appointments promptly within the agency as well as outside (e.g. client scheduled conferences, group sessions, staff meetings, etc.).

As he/she begins to understand the nature of his/her assignments, the student will also be expected to develop and adhere to a schedule that enables him/her to have the number of interviews, conferences and group sessions needed; prepare adequately for them; and keep his/her records and routine tasks current.

Factors Affecting Student Participation in Field Internship

Students who experience personal, academic, psychological, medical or other conditions that impact their ability to participate in the field internship as described in this manual are responsible for immediately informing the Field Coordinator. The Field Coordinator will assist the student in determining the appropriate course of action in relation to the field placement and in accordance with university and department policy. Students who do not adhere to this policy may be administratively dropped from the field sequence and possibly from the social work program, because of unprofessional conduct and possible harm to clients.

Semester Breaks

Undergraduate students are not permitted to be in field placement during summer or winter breaks.

Academic Standing

All undergraduate students are required to maintain a minimum grade point average of “C” or 2.0 (See CSUF General Catalog). Any undergraduate student whose GPA drops below a 2.0 will not be permitted to enroll in field placement (SWRK 181-I/182-I) or the concurrent practice classes (SWRK 180 and 183) until an academic plan has been developed and approved by the Department. Students who do not maintain a 2.0 GPA will be notified of their academic standing (formal or informal academic probation) and will be referred to their faculty advisor for academic planning.

Policy Against Harassment

It is the policy of the California State University that each campus and the Office of the Chancellor maintain a working and learning environment free from racial, ethnic and sexual harassment for its students, employees, and those who apply for a student or employee status. This policy applies to students in field practicum. Any incident should be reported to the faculty liaison. The Field Coordinator and the faculty liaison will immediately and confidentially report the incident to the Chair of the Department of Social Work Education. Official complaints will be assessed once an appropriate referral is made to the California State University, Fresno Title IX office.

Academic Adjustment for Students with Disabilities

California State University, Fresno is strongly committed to maintaining an environment that guarantees disabled students full access to its educational programs, activities and facilities. All faculty and staff are required to provide “reasonable accommodation” to ensure full access for students with disabilities. This policy applies to the requirements and practices in the field placement. As in all classes, students will be expected to completely fulfill all requirements. Students who are certified as disabled through CSUF Office of Services to Students with Disabilities are responsible for registering SWRK 181-I or SWRK 182-I as a class with the Office of Services to Students with Disabilities.

Students are also responsible for informing the faculty liaison and field instructor of their disability and request for reasonable accommodation. The full text of the university policy on academic adjustments for students with disabilities is located on the university website.

Transportation and Incidental Costs and Requirements

Transportation:

Students are expected to take responsibility for arranging transportation to their field placement and for meeting any costs involved. Most field sites in current use are within a 90 mile radius. The university requires that all student interns who are not agency employees and drive to carry out Instructionally Related Activities (i.e. internship tasks) must be authorized by the university to do so. This policy does not include driving to and from home to the placement agency, but it does include any driving the intern does related to carrying out field placement tasks.

If a social work intern is engaged in internship related driving and is not an agency employee, the intern MUST be authorized by the university to do so. If this information applies to your internship circumstances, you are responsible for complying with this requirement. Student interns need to follow the link below to complete the steps to be authorized:

<http://fresnostate.edu/adminserv/ehsr/riskmgmt/driving/volunteerdriving.html>

Unless prevented by law or agency policy, it is expected that the agency will assume the expenses for all assigned activities that include travel. The Department of Social Work Education does not reimburse students for field travel expenses. Travel time to and from the placement agency does not count toward field hours. The Department does not expect students to use personal vehicles to transport clients of the agency; students who consider transporting agency clients in their private vehicles are advised to check agency policies pertaining to this practice as well as to ascertain the extent of their own automobile liability insurance.

Incidental Costs and Requirements:

Some agencies require students to attend orientation trainings and obtain background checks and health screenings prior to beginning the internship. Costs for health screenings and background checks MAY be covered by the agency; where this is not the case, the student is responsible for the costs of these screenings if he/she wishes to accept an internship in the agency. Students are expected to complete any required trainings or screenings prior to the first day of classes. If a student is delayed in beginning his/her field internship for more than 3 weeks because he/she failed to attend to these requirements, he/she will be administratively withdrawn from field and the concurrent practice course and will not be replaced for the academic year.

Student Access to Educational Records

California State University, Fresno has implemented specific policies and procedures to administer the Family Educational Rights and Privacy Act (FERPA) and Sections 67100-67147.5 of the California Education Code. These policies and procedures are described in the University General Catalog under Policies and Regulations and are further explicated in the Academic Policy Manual under Student Records Administration Policy. The Department of Social Work Education, in keeping with university policy, has established the following procedures for student access to educational records (APM 405-3).

1. A student's right of access, review and/or inspection of his/her records requires that a written request be made to the Department of Social Work Education. All requests should be addressed to the Chair.
2. Review of the records will be authorized as soon as is practical, but in any instance no later than fifteen (15) working days following receipt of the written request.
3. Arrangements for the place, date and time for review will be made by the student and the responsible official.
4. The right of students to have access to inspect and review their student records does not include the right to a copy of such records unless at least one of the following conditions exists:
 - Failure to provide a copy would effectively prevent a student from exercising the right to inspect and review the student record (i.e. student lives out of state). A copy of the record should be provided to such persons upon written request.
 - When a student provides: a) written consent to disclose personally identifiable information to another college or university; and b) payment of all fees and charges due the campus.

Students in the Department of Social Work Education who want to access their educational records (i.e. admissions, academic, and/or field placement files) are expected to follow the policies and procedures outlined above. Undergraduate academic and field placement files are destroyed 1 year after completion of the social work program and field internship, respectively.

Student Stipends

On rare occasions, field placement agencies and/or grant resources provide for stipends to be paid to students who complete their internship in specific agencies or areas of practice. It is the policy of the Department of Social Work Education that no student enrolled in field placement receive more than one field placement related stipend. This policy does not apply to general forms of financial aid such as loans and scholarships. Any questions regarding field placement stipends should be directed to the Field Coordinator or Department Chair.

DSWE Social Media Guidelines



Guidelines for the Use of Social Media by DSWE Students

As a student in the Department of Social Work Education at Fresno State, you are in the process of becoming either a beginning (BA) or advanced (MSW) level social worker professional. An important aspect of your professional development is your image and conduct. The technological and social media options available to us now are an important part of your professional presentation. It is important to understand the benefits and potential problems with social media use as you move forward in your social work career.

The NASW Code of Ethics and the Council on Social Work Education competencies provide guidance on professional conduct in terms of dual relationships, conflict of interest, informed consent, privacy and confidentiality, professional boundaries and other domains of professional behavior. Social work students and professionals are expected to conduct themselves in a professional manner and to practice within the legal, ethical and practice guidelines of the educational institution, the field placement agency, and/or the agency of employment. Clearly differentiating between your personal and professional self is an important aspect of your professionalism.

Here are some general guidelines to consider in your use of social media as a social work student.

PACE yourself by being:

- Professional:** Follow all university, agency and professional guidelines for conduct. Exercise clear boundaries between your professional and personal life, (i.e don't "friend" clients on Facebook). Use high level of privacy setting on social media but clearly understand that social networking is in the public domain so there is no real privacy.
- Accurate:** Be sure that anything you post is true and factual. Use good writing skills that reflect your educational level.
- Considerate:** Always use a respectful tone in all social media interaction. Remember that as a professional, you represent yourself but you also represent your university, your field placement agency and the social work profession.
- Extra Careful:** Think twice before you post – if you wouldn't say it, don't post it. Online communications are lasting – you can't take them back. Consider the consequences for you as a person and as a professional.

SECTION

Rights, Responsibilities and Due Process Procedures

Students

Social work students are seen as adult learners. They are capable of being and are expected by the school to be active participants in the field instruction process. The student is involved in all phases of the field internship from selection to evaluation. The following responsibilities, rights and due process procedures apply to all students:

Student Rights

1. Have performance expectations made clear.
2. Be treated with dignity, decency and professional respect.
3. Experience appropriate field instruction.
4. Be actively involved in social work tasks in the field setting.
5. Have the opportunity to examine interrelationships between theoretical knowledge and actual social work practice.
6. Actively participate in the student's own formal evaluation process, and receive on-going evaluation feedback.
7. Be advised of skill and knowledge deficits as they come to the attention of the field instructor; and be given a reasonable amount of time within the current semester to improve upon the identified deficits.

Responsibilities of the Student

1. Adhere to the course syllabus and complete the course requirements.
2. Participate responsibly in all field placement processes and abide by all policies in accordance with the timelines and procedures of the department and the NASW Code of Ethics. Undergraduate students must maintain a 2.0 GPA in order to participate in SWRK 181-I/182-I.
3. Adhere to the agency policies and procedures and personnel practices.
4. Promptly report any absence from field placement to the field instructor or agency supervisor and make up missed placement hours promptly and in a manner agreed upon by the field instructor and faculty liaison. Absence for more than one week, must be reported to the Field Coordinator immediately (see section 4).
5. Be sensitive to commitment to clients regardless of school variations in calendar. There are occasions when there are no classes at the university but the agency is open. Students are expected to attend field placement on scheduled days unless the agency is closed or the university offices are closed. See the field calendar on the DSWE website for specific dates.
6. Take a responsible role in the supervisory relationship.
7. Complete a learning agreement with the field instructor and faculty liaison in accordance with the timelines of the department.
8. Be professionally accountable to the agency for assignments. Assume responsibility for maintaining personal and professional boundaries.
9. Accept and engage in a learner/student role with the field instructor.
10. Not participate in learning tasks or assignments if the student does not feel safe. Concerns regarding personal safety and risk should be brought to the immediate attention of the field instructor and faculty liaison for discussion and problem solving.

Student Recourse

It is understood that problems will arise in the practicum between students and field instructors or other agency personnel. It is, however, expected that any and all problems will be addressed explicitly, proactively, professionally, and in a timely manner. The following step by step process must be used when both minor and major problems arise in the field, regardless of parties involved. This is an administrative procedure that must be followed in order for students to be afforded due process. It must be noted that students who do not adhere to the specific responsibilities noted above or who do not follow the procedures identified below may be dismissed from the social work program.

Problem Solving Procedures:

1. Student and field instructor discuss the problem constructively and in an issue oriented fashion in an effort to achieve mutually agreeable resolution. If the problem is not resolved to the student's and/or field instructor's satisfaction, the student should proceed to the next step.
Note: In rare circumstances, it may not be appropriate for problem resolution to begin between the student and field instructor, i.e. student is being sexually harassed by the field instructor. In such circumstances, the student will begin Step 2 of the Problem Solving Process.
2. Student immediately advises the faculty liaison of the problem. The faculty liaison will facilitate problem resolution in a manner deemed appropriate by the faculty member. If the solution is not amenable to the student, she/he should proceed to step number 3.
3. If the problem is not satisfactorily resolved, the student must request a meeting between her/himself, the field instructor, and faculty liaison. This request shall be in writing to the faculty liaison with a copy to the Field Coordinator. A three- way meeting between the student, field instructor, and faculty liaison will ensue in order to discuss and attempt to resolve the problem.
4. If the problem is still not resolved to the student's satisfaction, the student may request a meeting with the Field Coordinator. The Field Coordinator will attempt to facilitate problem resolution-- inclusive of calling a meeting between the student, field instructor, faculty liaison, agency director, and BA Coordinator if appropriate to discuss and resolve the problem. This step of the process will render a decision and problem solution.
5. The decision/solution achieved in step 4 may be appealed by the student. An appeal must be in writing and addressed to the Field Coordinator (c/o field secretary) with a copy to the Chair of the department. The Chair of the department will render a final decision.
6. Students wishing to appeal decisions rendered in step 5 may do so through the University grievance procedure.

All Students Note:

1. If a field instructor is dissatisfied with a student's performance, s/he will immediately bring this to the student's attention during supervision.
2. If the student's performance does not improve with verbal feedback and/or the performance concerns are of a serious nature, the student will receive prompt written notification. A copy of this notification will be sent to the faculty liaison and Field Coordinator.
3. Written notification of poor performance must include a Corrective Action Plan (See Section 7) that outlines performance expectations and a timeline for improvement so that the student might meet learning agreement expectations prior to the end of a semester. The Corrective Action Plan template is located in Section 7 and the DSWE website.

4. The faculty liaison will immediately call a three-way meeting to discuss the performance concerns and facilitate agreement on, and assure understanding of the behavioral and measurable performance objectives.
5. If the student does not adequately improve his/her performance within a reasonable and specified period of time, the field instructor will give the student a marginal or unsatisfactory evaluation.
6. All students are responsible for conducting themselves in a professionally appropriate and ethical manner at all times during the field internship. You are responsible for knowing the field placement agency rights described in Section 5 of this manual, including the grounds for dismissal of a student from the field placement agency and possibly the social work program.

Dismissal

There are two types of dismissal from the social work program and the university: academic and nonacademic.

Academic dismissal occurs as a result of failing to meet the minimum scholarship standards of an academic course and/or an academic program of study. (Minimum standards for SWRK 181-I/182-I include the development of an approved learning agreement by the end of the 4th week of field instruction each semester and satisfactory evaluations at midterm and at the end of each semester. The minimum standard of performance on final evaluations is satisfactory or higher rating (3=average, 4= above average, or 5=excellent) on more than 70% of learning tasks on the approved learning agreement. University policy on academic disqualification is outlined in the CSU Fresno General Catalog.

Because the field internship, SWRK 181-I/182-I, is a requirement of all students in the social work major, dismissal from the program (major) can occur if the student is:

1. Refused an internship after the usual placement process and at least 1 additional attempt to place the student in an appropriate internship has ended in refusal to accept the student for an internship.
2. Dismissed from an internship as a consequence of a negative outcome on a corrective action plan.
3. Dismissed from an internship for cause that warrants immediate dismissal.
4. Dismissed from an internship for cause and is either refused further internships by suitable agencies or is unsuccessful in completing the internship in another agency that has accepted the student for the internship. (To make their decision, the proposed agency is given information about the dismissal from the prior internship and interviews the student.)
5. Found to have terminated his/her internship without following the processes outlined in this manual for making such changes. Program faculty will evaluate such cases, recommending actions ranging from replacement to dismissal from the program.

There is no guarantee that a suitable internship will be identified, available, and accept the student, or that all students will demonstrate readiness to participate in field internship, SWRK 181-I/182-I. Students who are unable to satisfactorily complete the field internship, SWRK 181-I/182-I, will meet with their academic advisor to identify alternatives.

Nonacademic dismissal is defined as a disciplinary matter and falls within the administrative jurisdiction of the university. Behaviors in the classroom or field placement that violate the NASW Code of Ethics and/or university policies on conduct and are not subsumed under “academic reasons” may lead to dismissal from the program. Examples of such behaviors include unwillingness to engage in learning assignments or problem solving in field, disruptive behavior, harassment, cheating and plagiarism.

Nonacademic dismissal may also result when a student’s personal circumstances and behaviors interfere with acceptable professional standards of practice and conduct. If, after review by department faculty, it is determined that the student does not demonstrate readiness for social work practice as required in the field internship, SWRK 181-I/182-I, the student will be advised regarding his or her inability to complete the social work program. The student will not be reinstated until he/she presents evidence of having adequately addressed the identified concerns and can show that he/she can meet professional standards of practice and conduct.

SECTION 6.

The Learning Agreement and Field Assignments

Introduction

The learning agreement is a written understanding among the student, the field instructor, the faculty liaison, and the Field Coordinator about the nature and content of the student's field experience. The written agreement provides a focus for mutual planning in the development of learning experiences and serves as a reference point for ongoing evaluation of the learning progress. The learning agreement can also serve as the basis for resolving any disagreements that may arise concerning the field placement experiences.

The learning agreement will serve as a "road map" for the field placement experience. It can be used in weekly supervision with the field instructor and during faculty liaison visits to monitor progress and to ensure that all required learning areas are being addressed. Because the agreement is a critical component of the field placement, it is important that students take responsibility early in the internship to discuss it with their field instructor and faculty liaison.

Requirements

Field Instruction A and B, SWRK 181-I and 182-I, are one part of the required curriculum in the undergraduate social work program. Students enroll in SWRK 181-I for the first semester and are concurrently enrolled in SWRK 180 (Macro Practice). Students enroll in SWRK 182-I for the second semester and are concurrently enrolled in SWRK 183 (Micro Practice). The concurrent field placement model is designed to facilitate the application and integration of classroom content to direct practice.

The learning agreement reflects the depth and breadth of educational experiences required for each semester (SWRK 181-I & 182-I). These experiences are organized into nine areas: Demonstrate Ethical and Professional Behavior; Engage Diversity and Difference in Practice; Advance Human Rights and Social, Economic and Environmental Justice; Engage in Practice-Informed Research and Research-Informed Practice; Engage in Policy Practice; Engage with Individuals, Families, Groups, Organizations, and Communities; Assess Individuals, Families, Groups, Organizations, and Communities; Intervene with Individuals, Families, Groups, Organizations and Communities; and Evaluate Practice with Individuals, Families, Groups, Organizations and Communities. Specific assignments are listed for each semester, SWRK 181-I and 182-I, and are to be completed by all undergraduate social work students.

The typed learning agreement is due at the end of the fourth week of field instruction each semester. Check the current field calendar for this academic year for the specific dates. Students will cease to earn credit for internship hours when learning agreements are overdue by more than 2 weeks. BA students are required to complete the first semester learning agreement, SWRK 181-I, and the second semester learning agreement, SWRK 182-I, using the template on the web based server, IPT (Intern Placement Tracking). Both learning agreements include the following components:

1. Semester – Include the year in which you are enrolled in SWRK 181-I or SWRK 182-I.
2. Student Information – Include all of the information indicated on the learning agreement template. The field placement schedule list should be in accordance with the Department of Social Work Education. Assignment of 15 hours per week, minimum of 5 hours per day.

3. Agency Information – Include all of the agency related information on the learning agreement template. Include the name of the non-social work agency supervisor only if you are placed in a setting under the direct supervision of a non-social worker.
4. Signatures – Once the student and field instructor have signed the learning agreement, it will be available to the faculty liaison for review and approval. Once the faculty liaison signs, the learning agreement will be reviewed by the Field Coordinator.
5. Field Supervision – Record the specific information about your social work field supervisor as indicated on the template. Include the name(s) of agency staff who are available for backup/emergency supervision in the absence of your assigned field instructor. Clearly indicate who is responsible for the preparation of an agenda for weekly supervision.
6. Agency Overview – Write a brief, narrative description of the field placement agency’s organizational structure and the services that are available to clients/consumers.
7. Learning Assignments – Required learning assignments are listed in nine areas: Demonstrate Ethical and Professional Behavior; Engage Diversity and Difference in Practice; Advance Human Rights and Social, Economic and Environmental Justice; Engage in Practice-Informed Research and Research-Informed Practice; Engage in Policy Practice; Engage with Individuals, Families, Groups, Organizations, and Communities; Assess Individuals, Families, Groups, Organizations, and Communities; Intervene with Individuals, Families, Groups, Organizations and Communities; and Evaluate Practice with Individuals, Families, Groups, Organizations and Communities. The assignments listed are required of all BA students and are expected to be satisfactorily completed by the end of the semester.
8. What the Agency Agrees to provide – Include additional items under “Other” and be certain that the field instructor initials each item.

The learning agreement template will be available for students, field instructors, agency supervisors and faculty liaisons when it is “launched” on the IPT system at the beginning of the semester.

**SWRK 181-I (Fall)
Learning Agreement**

STUDENT INFORMATION

FIRST NAME MIDDLE INITIAL LAST NAME

STREET ADDRESS PREFERRED CITY ZIP CODE

PHONE NUMBER FIELD CAMPUS EMAIL ADDRESS

PLACEMENT SCHEDULE _____

AGENCY INFORMATION

AGENCY NAME _____

STREET ADDRESS CITY ZIP CODE

FIELD INSTRUCTOR (M.S.W or BA-SW) PHONE EMAIL ADDRESS

AGENCY SUPERVISOR (non-SW) PHONE EMAIL ADDRESS

FACULTY LIAISON PHONE EMAIL ADDRESS

FIELD SUPERVISION

DAY AND TIME OF SUPERVISION FORMAT (Minimum Requirement: 1 hour per week – individual)

NAME OF BACKUP EMERGENCY SUPERVISOR RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

AGENCY OVERVIEW

BRIEFLY DESCRIBE THE AGENCY’S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE TO CLIENTS.

Competency 1: Demonstrate Ethical & Professional Behavior

Behavior	Field Learning Agreement Assignment: Semester 1
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Read the NASW Code of Ethics** and apply its principles to your observations of agency activities. Discuss your observations in supervision.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Discuss personal/ethical/value dilemmas with supervisor/field instructor. Reflect in monthly journal entries how your values influence work with clients.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Demonstrate professional demeanor: dress professionally, manage time effectively, interact with others appropriately, take initiative, maintain professional boundaries and participate responsibly in oral, written, electronic and social media communication. Discuss in supervision identified strengths as well as areas of growth.
4. Use technology ethically and appropriately to facilitate practice outcomes.	Review in supervision both the DSWE** and the agency policy on social media communication with agency clients/consumers and staff. Discuss the implications for your practice.
5. Use supervision and consultation to guide professional judgment and behavior.	Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda** for supervision. Agenda items should include but not be limited to: assigned cases, learning activities, macro practice assignments, application of theory, and self-reflection from the week.

Competency 2: Engage Diversity and Difference in Practice

Behavior	Field Learning Agreement Assignment: Semester 1
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences and practice at the micro, mezzo, and macro levels.	Review and discuss NASW's cultural competence standards**. Discuss in supervision case examples of how to apply the standards to your social work practice.
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Collaborate with all clients/consumers to understand their culture, ensuring self-determination and mutuality. Discuss goals for service in supervision.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Self-assess your interaction with clients/consumers and how culture impacts your practice. Apply self-awareness to practice and discuss in supervision.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behavior	Field Learning Agreement Assignment: Semester 1
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	Identify and advocate for an organizational/community level need as it relates to the field agency. Discuss in supervision the social, economic or environmental rights/justice need addressed.
2. Engage in practices that advance social, economic, and environmental justice.	Participate in an agency related advocacy activity that addresses a social, economic and/or environmental justice need. Share experience with field Instructor.

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

Behavior	Field Learning Agreement Assignment: Semester 1
1. Use practice experience and theory to inform scientific inquiry and research.	Identify a research activity occurring at your placement agency (i.e. data collection, surveys, program evaluation). Discuss in supervision the practice experience and theory that inform the research.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods AND	Identify 2 evidence based practice methods that apply to practice at your field agency. Share your findings with your field instructor.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	

Competency 5: Engage in Policy Practice

Behavior	Field Learning Agreement Assignment: Semester 1
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Read the Policy and Procedure Guides at your agency that are specific to your placement. Discuss in supervision.
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	Research a minimum of 1 policy that directly affects the well-being of the population served by your agency. Discuss the impact that this policy has on clients/consumers, as well as policy change ideas, with your field instructor.
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Identify a policy change to address a social justice need related to your field agency. Discuss your recommendation with your field instructor.

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

Behavior	Field Learning Agreement Assignment: Semester 1
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Complete a written process recording** of a contact/meeting in which your focus was to engage with a client/consumer. Review the process recording and the effectiveness of your active listening skills in supervision for feedback.
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Interact with diverse clients/consumers at your field placement agency and use empathy, reflection and other interpersonal skills to engage and develop rapport. Discuss in supervision your engagement skills.

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

Behavior	Field Learning Agreement Assignment: Semester 1
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Complete an assessment of your field agency** by gathering agency information. Attend a staff, community and/or Board of Directors meeting related to the field placement agency. Complete an ethnographic observation of the group and its decision-making processes**
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Work with a client to develop an intervention plan under supervision that includes mutually agreed upon goals and objectives. Discuss process and intervention strategies with field instructor.
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Develop a draft of an action plan to address an identified need in the agency and/or community. Review the action plan in supervision.

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

Behavior	Field Learning Agreement Assignment: Semester 1
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND 2. Apply knowledge of human behavior and the social environments with clients and constituencies;	Research and implement relevant entry-level practice interventions at the mezzo and macro levels. Discuss effectiveness of the interventions in weekly supervision. Develop a community assets map** for a community served by your field placement agency.
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Attend an inter-professional meeting and discuss your observations of professional collaboration with field instructor.
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Participate in a community advocacy effort to intervene on behalf of diverse clients/consumers served by your field agency.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Participate in the termination or transition of social work services with a minimum of 2 clients/consumers.

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

Behavior	Field Learning Agreement Assignment: Semester 1
1. Select and use appropriate methods for evaluation of outcomes; AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Identify and discuss with your field instructor how your field agency evaluates outcomes. Discuss application of one of the methods to your practice. Write your own mid-term and final semester self-evaluation and discuss your perceptions in supervision.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND	Discuss effectiveness of macro level interventions and program processes in weekly supervision and apply findings to practice.
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
** See DSWE website, http://www.fresnostate.edu/chhs/social-work/policies-forms/index.html , then select Materials for Students or Field Instructors for additional information.	

Additional Activities (Optional):

The Agency Agrees to Provide:

1. Appropriate learning assignments as required for SWRK 181-I.
2. A minimum of one hour of weekly supervision with the M.S.W. or BA-SW field instructor or agency supervisor (non SW).
3. Adequate space and resources to complete agency related assignments.
4. Other:

Field Instructor Initials:

SIGNATURES

STUDENT SIGNATURE

FIELD INSTRUCTOR/AGENCY SUPERVISOR SIGNATURE

FACULTY LIAISON SIGNATURE

FIELD COORDINATOR SIGNATURE

**SWRK 182-I (Spring)
Learning Agreement**

STUDENT INFORMATION

FIRST NAME	MIDDLE INITIAL	LAST NAME
STREET ADDRESS	CITY	ZIP CODE
PREFERRED PHONE NUMBER FIELD	CAMPUS EMAIL ADDRESS	
PLACEMENT SCHEDULE _____		

AGENCY INFORMATION

AGENCY NAME _____		
STREET ADDRESS	CITY	ZIP CODE
FIELD INSTRUCTOR (M.S.W or BA-SW)	PHONE	EMAIL ADDRESS
AGENCY SUPERVISOR (non-SW)	PHONE	EMAIL ADDRESS
FACULTY LIAISON	PHONE	EMAIL ADDRESS

FIELD SUPERVISION

DAY AND TIME OF SUPERVISION FORMAT (Minimum Requirement: 1 hour per week – individual)
NAME OF BACKUP EMERGENCY SUPERVISOR RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

AGENCY OVERVIEW

BRIEFLY DESCRIBE THE AGENCY’S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE TO CLIENTS.

The following learning agreement assignments are required to be completed this semester. Be sure to use the learning agreement on a regular basis to guide your activities in field placement. If you have any questions, discuss them with your assigned field instructor/agency supervisor and faculty liaison.

Competency 1: Demonstrate Ethical & Professional Behavior

Behavior	Field Learning Agreement Assignment: Semester 2
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Present in supervision a practice situation in which you applied the NASW Code of Ethics** and relevant laws and regulations. Discuss the effectiveness of your decision-making.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Continue to discuss personal/ethical/value dilemmas with field instructor. Reflect on how values influence your work with clients in monthly journal entries.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Continue to demonstrate professional demeanor: dress professionally, manage time effectively, interact with others appropriately, take initiative, maintain professional boundaries and participate responsibly in oral, written, electronic and social media communication. Discuss in supervision three specific strengths as well as three areas for growth.
4. Use technology ethically and appropriately to facilitate practice outcomes.	Identify a situation where technology is used to communicate sensitive information (client and agency related). Evaluate how the information is protected and discuss with field instructor.
5. Use supervision and consultation to guide professional judgment and behavior.	Continue to meet with your field instructor for weekly supervision and prepare an agenda** for supervision. Identify a situation within the agency where you used or considered using self-disclosure. Consult in supervision on the appropriateness of self-disclosure in the situation.

Competency 2: Engage Diversity and Difference in Practice

Behavior	Field Learning Agreement Assignment: Semester 2
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences and practice at the micro, mezzo, and macro levels.	Provide social work services to a minimum of 3 clients culturally different from you. Discuss in supervision your understanding of the influence of diversity on your practice. Interview 2 agency employees from two different cultural backgrounds. Discuss in supervision your understanding of the influence of diversity on their practice.
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Continue to collaborate with all clients/consumers to understand their culture, ensuring self-determination and mutuality. Discuss strength-based goals for service in supervision.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Identify practice situations that raise bias/values issues for you. Select one situation to discuss in supervision and develop strategies for managing their influence on practice.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behavior	Field Learning Agreement Assignment: Semester 2
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	Advocate for an identified individual need. Discuss in supervision the social, economic, or environmental rights/justice need addressed.
2. Engage in practices that advance social, economic, and environmental justice.	Participate in a professional activity that advances social, economic and/or environmental justice such as a community education event or lobbying. Discuss with field instructor the relevance of your participation to agency practice.

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

Behavior	Field Learning Agreement Assignment: Semester 2
1. Use practice experience and theory to inform scientific inquiry and research.	Identify an issue presented by a client/consumer. Research and read two professional articles related to the issue and discuss in supervision how you can apply the information to your practice.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods AND	Identify and analyze practice methods that are utilized within the agency. Discuss with field instructor those methods determined to be effective and those needing strengthening.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	

Competency 5: Engage in Policy Practice	
Behavior	Field Learning Agreement Assignment: Semester 2
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Read about local, state and federal policies relevant to clients served in your field agency. Discuss in supervision the impact of these policies on service delivery and client access to services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	Interview 2 agency clients/consumers who have had access issues in receiving services. Make a list of the barriers and discuss potential policy solutions in supervision.
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Draft a memo to your supervisor recommending a policy change to address a social justice need related to one of your clients/consumers. Review the memo in supervision.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
Behavior	Field Learning Agreement Assignment: Semester 2
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Complete a written process recording** of a meeting in which your focus was to engage with a client/consumer. Review the growth in your active listening skills in supervision for feedback.
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Meet with diverse clients/consumers of your field placement agency and use empathy, reflection and other interpersonal skills to engage and develop rapport. Discuss in supervision your engagement skills with at least 2 cases.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	
Behavior	Field Learning Agreement Assignment: Semester 2
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND	Conduct an initial screening or psychosocial assessment** interview of a client/consumer. Review your assessment in supervision.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Meet with a client/consumer and develop an eco-map** and a three-generational genogram** as part of the assessment process.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Develop culturally relevant service plans mutually with clients/consumers to address needs identified in the assessment.
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Discuss appropriate interventions as part of the assessment as well as in supervision. Include the most relevant interventions in the service plan.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
Behavior	Field Learning Agreement Assignment: Semester 2
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND	Provide social work services informed by knowledge of human behavior and the social environment that address identified needs at the micro level.
2. Apply knowledge of human behavior and the social environments with clients and constituencies;	
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Collaborate with professionals other than social workers to address the needs of clients/consumers served by your field agency.
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Participate in negotiation, mediation and advocacy for a minimum of 3 clients.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Participate in the termination and/or transition of social work services with a minimum of 2 clients/consumers.

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

Behavior	Field Learning Agreement Assignment: Semester 2
1. Select and use appropriate methods for evaluation of outcomes; AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Conduct an evaluation of the outcomes of your intervention with 2 different clients/consumers. Use an appropriate method** (e.g. single system design, goal attainment scaling, etc.) and discuss your findings in supervision. Write your own mid-term and final semester self-evaluation and discuss your growth in supervision.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Discuss effectiveness of micro interventions and program processes in weekly supervision and apply findings to practice at all systems levels.
** See DSWE website, http://www.fresnostate.edu/chhs/social-work/policies-forms/index.html , then select Materials for Students or Field Instructors for additional information.	

Agency Agrees to Provide:

Field Instructor Initials:

1. Appropriate learning assignments as required for SWRK 182-I.
2. A minimum of one hour of weekly supervision with the M.S.W or BA-SW field instructor or agency supervisor (non SW).
3. Adequate space and resources to complete agency related assignments.
4. Other:

SIGNATURES

STUDENT SIGNATURE

FIELD INSTRUCTOR/AGENCY SUPERVISOR SIGNATURE

FACULTY LIAISON SIGNATURE

FIELD COORDINATOR SIGNATURE

SWRK 181-I Practice Assignments

SWRK 181-I Learning Agreement Assignment

1. Agency Assessment Guidelines (EPAS Competency 7 – Assessment)

Students enrolled in SWRK 181-I, Field Instruction A, are required to complete an assessment of the field placement agency in conjunction with the content from their concurrent macro practice course, SWRK 180. Refer to your current SWRK 180 syllabus and course materials for additional information. Share your assessment of the agency with your field instructor/agency supervisor.

Areas to Include in Agency Assessment:

- 1) The agency's mission and goals.
- 2) A description of the organizational structure of the agency.
- 3) A description of the community context in which services are delivered by the agency.
- 4) Information on specific vulnerable populations served by the agency.
- 5) A description of agency services.
- 6) Discuss how social work values are implemented by the agency.

2. Ethnographic Observation and Meeting Analysis (EPAS competency 7 – Assessment)

Students enrolled in SWRK 181-I, Field Instruction A, will attend a formal meeting related to his/her field placement agency. This meeting should consist of community members, or an organization or political body such as the Board of Supervisors or City Council. The purpose of this assignment is to understand how formal meetings function as venues of decision-making. Use the observations from the questions below to guide the ethnographic observation and meeting analysis.

Conduct an ethnographic observation of an agency or public decision-making meeting. As you observe this formal, decision-making, focus your observation according to the following questions:

- 1) Who are the participants?
- 2) What is the agency agenda?
- 3) What are the main issues being presented?
- 4) Who are the decisions makers and how does the decision-making process function formally at this meeting?
- 5) How do you see power at work in the meeting?
- 6) How was the meeting used to address the needs of vulnerable populations?
- 7) What happened during the meeting in term of the decisions made?

3. Community Assets Map (EPAS Competency 8 – Intervention)

Community assets mapping is the process of identifying resources (human, financial, material, social) among vulnerable populations in communities. It focuses on assets, rather than solely on deficits, in vulnerable populations and communities.

The field internship assignment requires the intern to gather information about a community served by the placement agency. The required areas of information include:

- 1) A description of the community in terms of place, population, demographic data, and other basic identifying information.
- 2) Information about the community's history (the influence and power of residents, any problems or issues experienced by residents):
- 3) Identification and classification of the strengths and assets of the community (e.g. churches, banks, grocery stores, community groups, etc.) How can assets be used for community improvement, how organizations which serve the community together or should work together and major challenges faced by the community.
- 4) Formulate a brief strategy for community betterment..

SWRK 182-I Practice Assignments

SWRK 182-I Learning Agreement Assignments

1. Assessment of an Individual Client/Consumer (EPAS Competency 7 – Assessment)

Conduct an assessment of an individual client/consumer from your field placement agency using content learned in SWRK 183. The assessment may be completed using the sample assessment form in the BA Field Manual (See DSWE website) or the agency form if one is available. The assessment should include the following content areas:

- 1) Identifying Information:** Basic identifying information such as the name of the client/consumer (fictitious to maintain confidentiality), age, ethnicity, marital status, occupation, etc.
- 2) Reason for Referral:** A brief description of the problem(s)/need(s) that brought the consumer/client to the agency in which you are placed (this should include the individual/agency who referred the client/consumer to your agency)
- 3) History of Presenting Problem(s)/Need(s):** A brief history of the presenting problem(s)/need(s). If you have permission, gather information from other relevant sources such as family, school, etc. Be sure to include specific information about the onset, frequency, duration and severity of the presenting concern(s).
- 4) Current Functioning:** A description of the client's strengths and functioning in major domains such as school, occupation, social, emotional and health. Include cultural aspects of the client that may be pertinent such as religion/spirituality, disability, sexual orientation etc.
- 5) Family and Support System:** A description of the client's family and support systems (this should include extended family, relevant cultural information and other support systems such as human services/ legal system, etc.)
- 6) Community Context:** A description of the home, neighborhood and community context.
- 7) Goal(s):** List the goals for service mutually identified with the client/consumer and specifically linked to the presenting needs/concerns.

2. Three Generational Genogram (EPAS Competency 7 – Assessment)

Meet with an individual client/consumer of your field placement agency and develop a three generational genogram as part of the assessment process. The genogram is completed for a client, and is not based on the student intern and his/her family. You may refer to information from SWRK 160 and SWRK 183. Be sure to include the following components:

- 1) Include grandparents, parents, siblings and the client/consumer. If the client/consumer has children or grandchildren, include them as part of the three generations.
- 2) Carefully draw the genogram on a separate piece of paper, using information from SWRK160 and SWRK 183 and available resources such as: <http://www.genopro.com/family-tree-software/>
- 3) Carefully print all relevant information regarding the following: names and birth dates of family members, and dates and descriptions of significant events.
- 4) The genogram should include relationships and family life cycle events such as births, adoptions, deaths, marriages, intimate relationships, and separations/divorces.

3. Process Recording Format (EPAS Competency 6 – Engagement)

The following format and example of process recording is taken from Wilson (1981).*

Supervisor's Comments	Dialogue	Student's Gut Level
In this column, the supervisor enters his comments opposite the material recorded in the "dialogue" column. He may point out techniques used by the student, comment on the meaning of a client's response, raise questions for the student to think about, suggest alternate responses or techniques, and so forth.	This is where the student records the content of what took place in the interview, using style described on p 118-119.	The recorder puts down any feelings he was aware of as the dialogue was taking place. For example, "I felt anxious."
EXAMPLE:		
I'm sure your being more comfortable affected Is this correct? interview positively.	Mrs. B: I got a letter from my husband on Monday and he said to go ahead and file for divorce.	I felt a little more confident that last time.
I wonder why the sudden change?	W (Worker): So you are filing for divorce?	I was surprised – Mrs. B. was very willing to talk this time!
I'll believe it when I see it!	Mrs. B.: Yeah – I'm going to go ahead and do it. W: Are you planning on filing soon, or are you going to wait a while?	I'm feeling more at ease.
I wonder what other feelings she has about what's happened?	Mrs. B: Pretty soon, I hope I may as well get a divorce since he's going to be in jail for 15 years.	
What are the four kids doing while you all are talking?	Sister: I think she out Is this correct?to go ahead and get one. W: Where is your husband now? Mrs. B.: In Puerto Rico. W: What jail is he going to? Mrs. B: I don't know.	
Your bias is showing (for her to get the divorce!)	W: Would transportation to Legal Aid be a problem – if so, I'll be glad to take you.	
She should know if she's filed before.	Mrs. B: How much would the divorce cost me? W: I'm not real sure-probably nothing or maybe just a small amount. I'll check on it for you Mrs. B.: OK. I've filed for divorce once before.	
I wonder if she filed thruIs this correct? Legal Aid?	W. When did you file? Mrs. B: Back in 1973.	I feel like I'm getting somewhere-not far, but somewhere.

Note: Names and identifying details in all recording examples have been altered to preserve confidentiality.

*Wilson, S (1981). *Field Instruction*. New York: The Free Press, pp. 119-20.

4. Eco Map (EPAS Competency 7 – Assessment)

Meet with an individual client/consumer of your field placement agency and develop an Eco Map as part of the assessment process. You may want to refer to information from SWRK 160, SWRK 183, and other available resources such as: <https://www.smartdraw.com/ecomap/>

The Eco Map should include the following components:

Identify and characterize the significant social systems and influences in the life of the client/consumer. Include the following domains:

1. Neighborhood – The physical area in which the home exists (not a house or apartment, but the area in which the house or apartment exists).
2. Community Services – Includes Medical, Mental Health, Substance Abuse, Domestic Violence, Child Welfare, Legal, Court, etc.
3. Social Groups – Church, Civic, YMCA/YWCA, Faith/Culture, etc.
4. Education
5. Significant Personal Relationships (can include friends, family, etc)
6. Employment

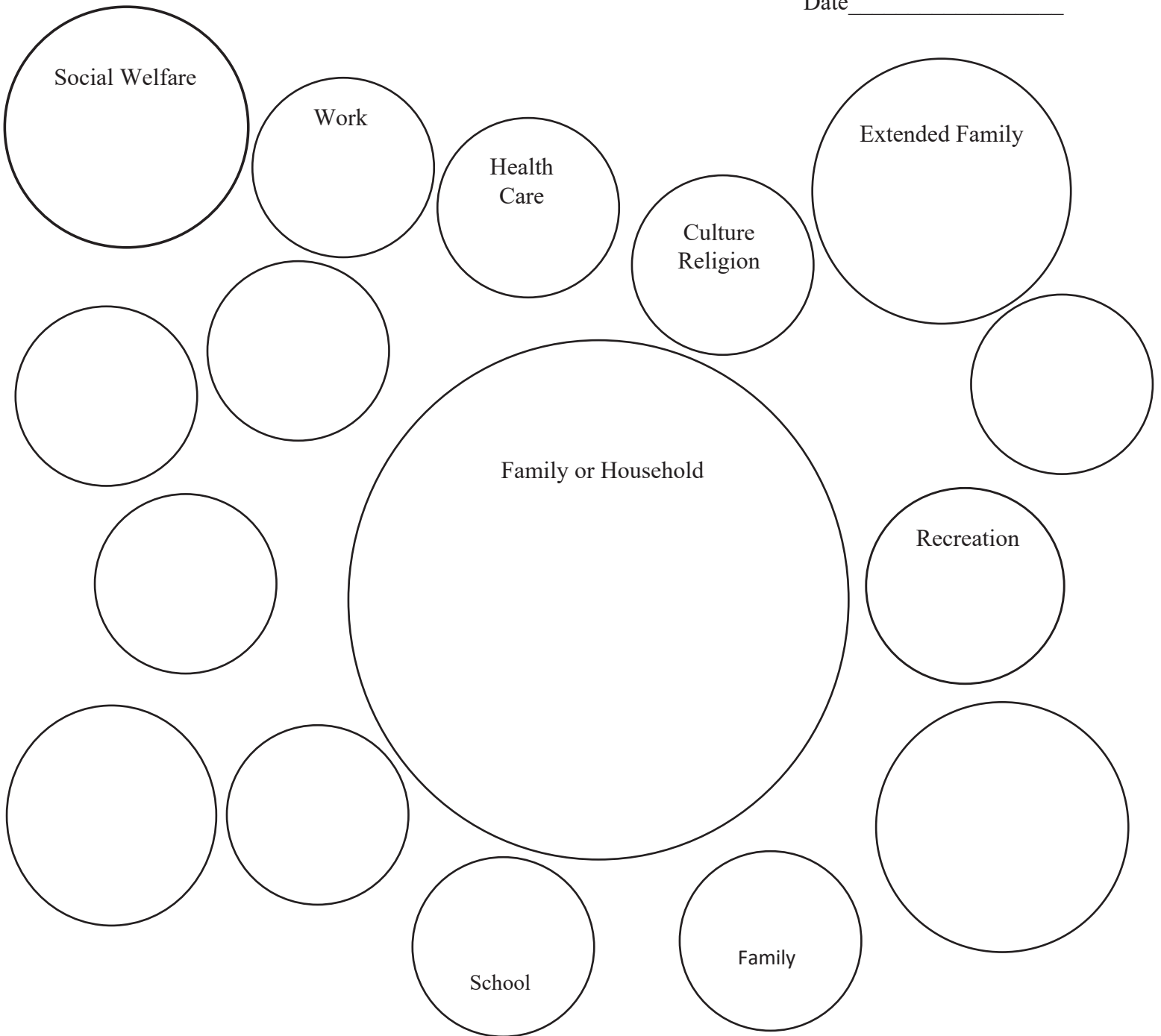
Indicate the direction of energy or resource flow between the client/consumer and other people and systems.

Depict the information gathered using an Eco Map format such as the one on the following page:

Eco-Map

Name _____

Date _____



Instructions

Fill in connections where they exist.

Indicate the nature of the connection with a descriptive word or by drawing different kinds of lines (See Legend)

Draw arrows along lines to signify flow of energy, resources, etc.

Identify significant people and fill in circles as needed

Legend

Strong - - - - -

Weak ·········

Stressful |||||

6. Approaches to Evaluation of Practice (EPAS Competency 9 – Evaluation of Practice)

Evaluation is an important component of professional social work practice. In order to deliver effective services, one needs to gather information, assess whether or not the social work interventions provided have helped to address the identified goals, and then make necessary changes based on this evaluation. There are a variety of approaches to evaluation of practice. Two specific strategies are presented here. Regardless of the method, it is important to remember to conduct evaluation of practice in a collaborative manner with clients/consumers so that they are mutually involved in the process.

Goal Attainment Scaling

This approach to evaluation of one's own practice is very specific to the individual (or system) with whom you are working. The procedure is to identify a goal and then create a "scale" with anchors that the practitioner and client/consumer use to reflect how the client/consumer is doing and/or how close he/she is to attaining the goal on a regular basis over a period of time.

For example, a client has a problem with feeling anxious in situation X. The goal is to be anxiety-free. During weekly visits, the client rates on a scale of 1-10 how he/she felt during the week when faced with situation X. A scale may be as follows:

- 10) Extreme anxiety, sweaty palms, heart racing, thoughts racing, immobilized; just thinking about situation X leads to symptoms, client avoids situation X
- 9) Thinking about situation X DOES NOT lead to symptoms, as situation X nears extreme anxiety builds: sweaty palms, heart racing, thoughts racing, immobilized; client would like to avoid situation X
- 8) High anxiety, begins experience, quits early (this may be part of intervention plan)
- 7) High anxiety, has to stop before halfway point
- 6) High anxiety makes it to halfway point
- 5) Moderate symptoms ongoing in situation X, has to stop experience half way through
- 4) Moderate symptoms ongoing in situation X, fear that I can't complete, but does complete
- 3) Symptoms ongoing in situation X but can ignore them and complete experience
- 2) Intermittent feelings (heart beating faster, some sweating) while in situation X
- 1) No anxiety symptoms throughout experience of situation X

Another example could be with an agency where the goal of intervention is to fundraise. Here one can set the fundraising goal and use a "thermometer" at regular intervals to mark progress of the effort.

Single System Design

This approach to evaluating progress for a single client system requires that the social worker, in collaboration with the client/consumer, identify a target for change and a way to measure that change over the course of the intervention. Then one determines a suitable interval for taking measures and tracks that change over time. The pattern of change gives one an idea of how the client/system is doing regarding the target and, potentially, if the intervention worked. Targets must be observable by others or client/self, measurable and occur frequently enough to offer a picture of change over time.

Example #1: A client/consumer is seeing a social worker for depression. A common depression scale is used to measure level of depression. A baseline is obtained from the intake measure and in the first session with the social worker. Thereafter, the client/consumer completes the measure on a weekly basis while intervention is ongoing. The results are plotted on a chart and discussed as part of the client's progress.

Example #2: Client is a child who has frequent tantrums (e.g., 10/week). Measure is based on the number of tantrums observed; note that what constitutes a tantrum has to be defined by the social worker, parents and teacher. Baseline of tantrums determined from teacher/parents. Intervention applied and parents/teacher keeps track of tantrums. Charted on a weekly basis for change.

SECTION 7.

Evaluations

Introduction

Evaluation is an integral component of the learning process that is expected to occur on an on-going basis throughout the internship. Evaluation of student performance is formalized in a written evaluation two times each semester.

The department utilizes a reciprocal student/agency/department evaluation and feedback system. We require evaluations of students by their field instructors, of agencies/field instructors by the students and faculty field liaison, and request evaluations of the faculty liaison by both students and field instructors. The latter are elicited using a variety of methods – convocations, written assessment, committees, etc. A mid-term and final evaluation of student performance in field are required each semester of internship.

Guidelines for Evaluation of BA Student Performance

Mid-semester and end of semester evaluation of student performance and learning represent a significant part of field instructed practice. It is important that the field instructor distinguish between what a student knows and what a student can do. Furthermore, it is vital to communicate student achievement in a manner that shows both the strengths of a student and what a student needs to work on in the subsequent semester or following graduation. It is, of course, of utmost importance, that the field instructor remember that she/he is assisting the department in carrying out its function.

Agency field instructors evaluate the student's performance in field instructed practice using the evaluation forms in this manual which will be made available online through **IPT**. Both the mid-semester and final semester evaluation forms include all of the required assignments from the learning agreement. Thus, students are expected to complete all required assignments each semester as outlined in the learning agreement. Evaluations will be based on student performance in the completion of these assignments.

In the event of a serious performance problem, problem solving procedures must be used as outlined in Section 4 and Section 5. Written documentation is required, including a Corrective Action Plan, and should reflect situations where concern exists in relation to a student's performance. Concern here means "in jeopardy of receiving an unsatisfactory evaluation." Should this situation arise, ongoing monitoring will occur through daily and weekly supervision meetings, and phone contact as necessary between faculty field liaison and the student and/or the field instructor.

Agency Evaluation

Another aspect of the reciprocal student/agency/school evaluation and feedback system is the field instructor/agency evaluation. Both the field instructor and agency will be evaluated each year by the student and, where necessary, the faculty liaison. Compiled results of evaluations of an agency may be shared with the faculty field instructor and the agency after student grades have been filed and in a manner which ensures student anonymity.

The Field Coordinator will use the evaluation data to assess the appropriateness of continued use of the setting. In the case of significant concerns, problem-solving will be used to bring the setting into required standards. If this is not successful, the Department of Social Work Education will decline to use the agency or field instructor in question.

Evaluation of Field

The final aspect of the reciprocal evaluation and feedback process is the field instructor evaluations of the department practicum program and the performance of the faculty liaison and Field Coordinator. Evaluation information is gathered through site visits, training, and ongoing communication with students, field instructors and agency administrators.

Corrective Action Plan

If a student demonstrates significant performance issues in any aspect of field instructed practice, a corrective action plan will need to be developed. The purpose of the plan is to provide clear documentation of performance expectations and a specific timeframe for improvement. **With the exception of acts of gross misconduct delineated in Section 5, this documentation is required to afford students their right to due process.**

A corrective action plan can be initiated by the student, the field instructor, and/or the faculty liaison in the event of significant performance issues in field placement. Any rating of NI, Needs Improvement, on the mid-semester evaluation, requires a corrective action plan. Performance below satisfactory in more than 30% of the areas outlined in the learning agreement is criteria for a 'No Credit' (NC) grade for the semester. The faculty liaison is responsible for developing the corrective action plan in consultation with the student, the field instructor, and the Field Coordinator. The plan will be written using the template located in Section 8 as well as on the department website. Once the plan is completed, it will be signed by all parties and monitored by the faculty liaison.

Grading Policies for Field Instruction

SWRK 181-I and SWRK 182-I are graded on a Credit/No Credit basis. *In order to receive a credit grade, students must complete the required hours, complete all required assignments, demonstrate performance at a satisfactory or above level on 70% or more of assignments, clear all termination requirements, and submit completed evaluations in a timely manner to the faculty liaison.*

Failure to complete any of the above requirements for SWRK 181-I or 182-I will result in one of the following:

1. A grade of Incomplete (I) if 2/3 of the requirements of the course have not been completed. Per university policy, two-thirds of the learning assignments AND hours must be satisfactorily completed.
2. A grade of No Credit (NC) if a student's performance is rated as less than 'satisfactory' on more than 30% of the learning assignment and/or 2/3 of the internship hours have not been satisfactorily completed.

Note: A student will cease to earn credit for internship hours when the learning agreement or performance evaluations are overdue. At the end of the internship year, a grade will not be posted until the student has satisfactorily cleared all separation procedures (e.g., returned keys and badges, completed all charting).

Guidelines for Evaluation of BA Student Performance in Field

Evaluation of student performance in field is required at the mid-term and end of each semester. Completion of a fair, balanced and meaningful evaluation is an important aspect of the field instructor and agency supervision role.

The following guidelines are provided to support you in carrying out your evaluative role in the professional socialization and training of the intern(s) you supervise.

Mid-Term Evaluations

- 1) All assignments in the learning agreement are required to be completed and evaluated by the end of the semester.
- 2) The mid-term is a check-in regarding learning progress at the mid-point of the semester. All assignments are not expected to be completed.
- 3) The code **NI is for Needs Improvement**. Please support any ratings of NI with detailed comments in the narrative section of the evaluation. The faculty liaison will initiate a Corrective Action Plan to address performance concerns.

Final Semester Evaluations

- 1) Evaluation of performance at the end of the semester is rated on a scale of 1-4.
- 2) Please note that the scale has been changed. Ratings of 3 and 4 are passing. Ratings of 1 and 2 are not passing.
- 3) The expectation for evaluation is that a BA student who is performing as expected is rated a 3, meets expected outcomes.
- 4) Please use the following descriptions for evaluation and be cautious of the “halo effect” (performance exceeds expectations in all areas) and “leniency bias” (being lenient or easygoing in evaluation).

<u>Passing:</u>	4 – Exceeds Expected Outcomes: Performance is above expectations. Consistently effective and capable.
	3 – Meets Expected Outcomes: Performance is satisfactory and consistent with expectations for entry level supervised generalist practice.
<u>Not Passing:</u>	2 – Emerging Ability: Performance demonstrates some weakness that requires improvement to meet minimum expectations.
	1 – Does Not Meet Expected Outcomes: Performance is clearly problematic and well below expectations. Fails to complete task.

Note: To receive a credit grade, performance must be at a level of 3 or 4 in 70% of the assignments (20 out of 29 first semester, 21 out of 30 second semester).

For more information please review the Ten Strategies for Effective Evaluation of Student Performance provided by the department.

**SWRK 181-I (Fall)
Field Instruction A
Mid-Term Evaluation of Student Performance**

Student Name:

Date:

Agency:

Field Instructor:

Faculty Liaison:

Number of Hours Completed:

(should be 100-105 hours)

Please evaluate the student's learning progress at midterm on the following required learning activities for this semester. Please use the codes below to rate the student's performance using the right-hand column to note:

COM Assignment is Completed

SP Satisfactory Progress

Pending Assignment is Pending; to be completed by the end of the semester

NI Needs Improvement

Note: Please comment further in the narrative section. Any NI rating requires a Corrective Action Plan. Significant problems in performance could result in a recommendation of No Credit.

All activities listed are part of the learning agreement and are expected to be addressed during this semester.

Competency 1: Demonstrate Ethical & Professional Behavior		
Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Read the NASW Code of Ethics** and apply its principles to your observations of agency activities. Discuss your observations in supervision.	
Comments:		
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Discuss personal/ethical/value dilemmas with supervisor/field instructor. Reflect in monthly journal entries how your values influence work with clients.	
Comments:		

3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Demonstrate professional demeanor: dress professionally, manage time effectively, interact with others appropriately, take initiative, maintain professional boundaries and participate responsibly in oral, written, electronic and social media communication. Discuss in supervision identified strengths as well as areas of growth.	
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Comments:

4. Use technology ethically and appropriately to facilitate practice outcomes.	Review in supervision both the DSWE** and the agency policy on social media communication with agency clients/consumers and staff. Discuss the implications for your practice.	
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Comments:

5. Use supervision and consultation to guide professional judgment and behavior.	Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda** for supervision. Agenda items should include but not be limited to: assigned cases, learning activities, macro practice assignments, application of theory, and self-reflection from the week.	
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Comments:

Competency 2: Engage Diversity and Difference in Practice

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences and practice at the micro, mezzo, and macro levels.	Review and discuss NASW's cultural competence standards**. Discuss in supervision case examples of how to apply the standards to your social work practice.	
Comments:		
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Collaborate with all clients/consumers to understand their culture, ensuring self-determination and mutuality. Discuss goals for service in supervision.	
Comments:		
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Self-assess your interaction with clients/consumers and how culture impacts your practice. Apply self-awareness to practice and discuss in supervision	

Comments:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	Identify and advocate for an organizational/community level need as it relates to the field agency. Discuss in supervision the social, economic or environmental rights/justice need addressed.	
Comments:		
2. Engage in practices that advance social, economic, and environmental justice.	Participate in an agency related advocacy activity that addresses a social, economic and/or environmental justice need. Share experience with field Instructor.	
Comments:		

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Use practice experience and theory to inform scientific inquiry and research.	Identify a research activity occurring at your placement agency (i.e. data collection, surveys, program evaluation). Discuss in supervision the practice experience and theory that inform the research.	
Comments:		
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods AND 3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	Identify 2 evidence based practice methods that apply to practice at your field agency. Share your findings with your field instructor.	
Comments:		

Competency 5: Engage in Policy Practice

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Read the Policy and Procedure Guides at your agency that are specific to your placement. Discuss in supervision.	
Comments:		

2. Assess how social welfare and economic policies impact the delivery of and access to social services.	Research a minimum of 1 policy that directly affects the well-being of the population served by your agency. Discuss the impact that this policy has on clients/consumers, as well as policy change ideas, with your field instructor.	
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Comments:

3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Identify a policy change to address a social justice need related to your field agency. Discuss your recommendation with your field instructor.	
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Comments:

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Complete a written process recording** of a contact/meeting in which your focus was to engage with a client/consumer. Review the process recording and the effectiveness of your active listening skills in supervision for feedback.	

Comments:

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Interact with diverse clients/consumers at your field placement agency and use empathy, reflection and other interpersonal skills to engage and develop rapport. Discuss in supervision your engagement skills.	
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Comments:

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Complete an assessment of your field agency** by gathering agency information. Attend a staff, community and/or Board of Directors meeting related to the field placement agency. Complete an ethnographic observation of the group and its decision-making processes**	

Comments:

3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Work with a client to develop an intervention plan undersupervision that includes mutually agreed upon goals and objectives. Discuss process and intervention strategies with field instructor.	
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Comments:

4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Develop a draft of an action plan to address an identified need in the agency and/or community. Review the action plan in supervision.	
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Comments:

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND 2. Apply knowledge of human behavior and the social environments with clients and constituencies;	Research and implement relevant entry-level practice interventions at the mezzo and macro levels. Discuss effectiveness of the interventions in weekly supervision. Develop a community assets map** for a community served by your field placement agency.	

Comments:

3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Attend an inter-professional meeting and discuss your observations of professional collaboration with field instructor.	
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Comments:

4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Participate in a community advocacy effort to intervene on behalf of diverse clients/consumers served by your field agency.	
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Comments:

5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Participate in the termination or transition of social work services with a minimum of 2 clients/consumers.	
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Comments:

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Select and use appropriate methods for evaluation of outcomes; AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Identify and discuss with your field instructor how your field agency evaluates outcomes. Discuss application of one of the methods to your practice. Write your own mid-term and final semester self-evaluation and discuss your perceptions in supervision.	
Comments:		
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Discuss effectiveness of macro level interventions and program processes in weekly supervision and apply findings to practice.	
Comments:		
** See DSWE website, http://www.fresnostate.edu/chhs/social-work/policies-forms/index.html , then select Materials for Students or Field Instructors for additional information.		

1. Briefly describe the student's progress to date.
2. If the student is short on hours, what plans have been made to address the shortage?
3. Please describe any areas of concern in regard to the student's performance and/or the availability of required learning assignments.
4. Additional Comments:

Read and Agree

Read and Accept with Reservations

Read and Disagree

Field Instructor/Agency Supervisor Signature

Student Signature

Faculty Liaison Signature

Field Coordinator Signature

**SWRK 181-I (Fall)
Field Instruction A
Semester Evaluation of Student Performance**

Student Name:

Date:

Agency:

Field Instructor:

Agency Supervisor (non-SW):

Faculty Liaison:

Number of Hours Completed:

(225 Hours required for Credit)

Instructions:

Using the following scale, please select the number that best describes the student's performance in completing the required activities outlined in the SWRK 181-I learning agreement. Your general frame of reference is performance of a **first semester BA student**.

- Passing:
- 4 – **Exceeds Expected Outcomes:** Performance is above expectations. Consistently effective and capable.
 - 3 – **Meets Expected Outcomes:** Performance is satisfactory and consistent with expectations for entry level supervised generalist practice.
- Not Passing:
- 2 – **Emerging Ability:** Performance demonstrates some weakness that requires improvement to meet minimum expectations.
 - 1 – **Does Not Meet Expected Outcomes:** Performance is clearly problematic and well below expectations. Fails to complete task.

Note: To receive a credit grade, performance must be at a level of 3 or 4 in 70% of the assignments (20 out of 29).

4	3	2	1
Exceeds Expected Outcomes	Meets Expected Outcomes	Emerging Ability to Meet Outcomes	Does Not Meet Expected Outcomes

Competency 1: Demonstrate Ethical & Professional Behavior		
Behavior	Learning Agreement Assignment	Student Performance Level
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Read the NASW Code of Ethics** and apply its principles to your observations of agency activities. Discuss your observations in supervision.	
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Discuss personal/ethical/value dilemmas with supervisor/field instructor. Reflect in monthly journal entries how your values influence work with clients.	
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Demonstrate professional demeanor: dress professionally, manage time effectively, interact with others appropriately, take initiative, maintain professional boundaries and participate responsibly in oral, written, electronic and social media communication. Discuss in supervision identified strengths as well as areas of growth.	
4. Use technology ethically and appropriately to facilitate practice outcomes.	Review in supervision both the DSWE** and the agency policy on social media communication with agency clients/consumers and staff. Discuss the implications for your practice.	

5. Use supervision and consultation to guide professional judgment and behavior.	Meet with your field instructor/agency supervisor for weekly supervision and prepare an agenda** for supervision. Agenda items should include but not be limited to: assigned cases, learning activities, macro practice assignments, application of theory, and self-reflection from the week.	
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Competency 2: Engage Diversity and Difference in Practice

Behavior	Learning Agreement Assignment	Student Performance Level
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences and practice at the micro, mezzo, and macro levels.	Review and discuss NASW's cultural competence standards**. Discuss in supervision case examples of how to apply the standards to your social work practice.	
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Collaborate with all clients/consumers to understand their culture, ensuring self-determination and mutuality. Discuss goals for service in supervision.	
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Self-assess your interaction with clients/consumers and how culture impacts your practice. Apply self-awareness to practice and discuss in supervision.	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behavior	Learning Agreement Assignment	Student Performance Level
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	Identify and advocate for an organizational/community level need as it relates to the field agency. Discuss in supervision the social, economic or environmental rights/justice need addressed.	
2. Engage in practices that advance social, economic, and environmental justice.	Participate in an agency related advocacy activity that addresses a social, economic and/or environmental justice need. Share experience with field Instructor.	

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

Behavior	Learning Agreement Assignment	Student Performance Level
1. Use practice experience and theory to inform scientific inquiry and research.	Identify a research activity occurring at your placement agency (i.e. data collection, surveys, program evaluation). Discuss in supervision the practice experience and theory that inform the research.	
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods AND 3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	Identify 2 evidence based practice methods that apply to practice at your field agency. Share your findings with your field instructor.	

Competency 5: Engage in Policy Practice

Behavior	Learning Agreement Assignment	Student Performance Level
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Read the Policy and Procedure Guides at your agency that are specific to your placement. Discuss in supervision.	
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	Research a minimum of 1 policy that directly affects the well-being of the population served by your agency. Discuss the impact that this policy has on clients/consumers, as well as policy change ideas, with your field instructor.	

3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Identify a policy change to address a social justice need related to your field agency. Discuss your recommendation with your field instructor.	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Behavior	Learning Agreement Assignment	Student Performance Level
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Complete a written process recording** of a contact/meeting in which your focus was to engage with a client/consumer. Review the process recording and the effectiveness of your active listening skills in supervision for feedback.	
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Interact with diverse clients/consumers at your field placement agency and use empathy, reflection and other interpersonal skills to engage and develop rapport. Discuss in supervision your engagement skills.	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Behavior	Learning Agreement Assignment	Student Performance Level
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Complete an assessment of your field agency** by gathering agency information. Attend a staff, community and/or Board of Directors meeting related to the field placement agency. Complete an ethnographic observation of the group and its decision-making processes**	
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Work with a client to develop an intervention plan under supervision that includes mutually agreed upon goals and objectives. Discuss process and intervention strategies with field instructor.	
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Develop a draft of an action plan to address an identified need in the agency and/or community. Review the action plan in supervision.	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Behavior	Learning Agreement Assignment	Student Performance Level
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND 2. Apply knowledge of human behavior and the social environments with clients and constituencies;	Research and implement relevant entry-level practice interventions at the mezzo and macro levels. Discuss effectiveness of the interventions in weekly supervision. Develop a community assets map** for a community served by your field placement agency.	
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Attend an inter-professional meeting and discuss your observations of professional collaboration with field instructor.	
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Participate in a community advocacy effort to intervene on behalf of diverse clients/consumers served by your field agency.	
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Participate in the termination or transition of social work services with a minimum of 2 clients/consumers.	

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

Behavior	Learning Agreement Assignment	Student Performance Level
1. Select and use appropriate methods for evaluation of outcomes; AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Identify and discuss with your field instructor how your field agency evaluates outcomes. Discuss application of one of the methods to your practice. Write your own mid-term and final semester self-evaluation and discuss your perceptions in supervision.	
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Discuss effectiveness of macro level interventions and program processes in weekly supervision and apply findings to practice.	
** See DSWE website, http://www.fresnostate.edu/chhs/social-work/policies-forms/index.html , then select Materials for Students or Field Instructors for additional information.		

Additional Comments:

Read and Agree

Read and Accept with Reservations

Read and Disagree

Field Instructor/Agency Supervisor Signature

Student Signature

Faculty Liaison Signature

Field Coordinator Signature

Student Evaluation of Field Instruction and Liaison Support Fall Semester Evaluation

To Be Completed by the STUDENT

Agency:

Faculty Liaison:

Using the following scale, please select the number that best describes your experience as a student in field placement this semester.

1	2	3	4	5
Poor	Below Average	Average	Above Average	Excellent

RATING	
	1. I am being assigned practice experiences I need to complete assignments related to field placement.
	2. I meet with my Field Instructor/Agency Supervisor for supervision for one hour each week.
	3. My Field Instructor/Agency Supervisor is available to handle questions and concerns as needs arise.
	4. My Field Instructor/Agency Supervisor discusses and resolves differences of opinion, value orientations and professional interventions with me in an open manner.
	5. My faculty liaison has met with me at the agency twice this semester.
	6. My faculty liaison is responsive to field placement needs, questions and concerns.
	7. I would recommend this placement for other BA interns from the Department of Social Work Education.

Comments:

Student Signature _____

Field Coordinator Signature _____

**SWRK 182-I (Spring)
Field Instruction B
Mid-Term Evaluation of Student Performance**

Student Name:

Date:

Agency:

Field Instructor:

Faculty Liaison:

Number of Hours Completed:

(should be 100-105 hours)

Please evaluate the student's learning progress at midterm on the following required learning activities for this semester. Please use the codes below to rate the student's performance using the right-hand column to note:

COM Assignment is Completed

SP Satisfactory Progress

Pending Assignment is Pending; to be completed by the end of the semester

NI Needs Improvement

Note: Please comment further in the narrative section. Any NI rating requires a Corrective Action Plan. Significant problems in performance could result in a recommendation of No Credit.

All activities listed are part of the learning agreement and are expected to be addressed during this semester.

Competency 1: Demonstrate Ethical & Professional Behavior		
Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Present in supervision a practice situation in which you applied the NASW Code of Ethics** and relevant laws and regulations. Discuss the effectiveness of your decision-making.	
Comments:		

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Continue to discuss personal/ethical/value dilemmas with field instructor. Reflect on how values influence your work with clients in monthly journal entries.	
Comments:		
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Continue to demonstrate professional demeanor: dress professionally, manage time effectively, interact with others appropriately, take initiative, maintain professional boundaries and participate responsibly in oral, written, electronic and social media communication. Discuss in supervision three specific strengths as well as three areas for growth.	
Comments:		
4. Use technology ethically and appropriately to facilitate practice outcomes.	Identify a situation where technology is used to communicate sensitive information (client and agency related). Evaluate how the information is protected and discuss with field instructor.	
Comments:		
5. Use supervision and consultation to guide professional judgment and behavior.	Continue to meet with your field instructor for weekly supervision and prepare an agenda** for supervision. Identify a situation within the agency where you used or considered using self-disclosure. Consult in supervision on the appropriateness of self-disclosure in the situation.	
Comments:		
Competency 2: Engage Diversity and Difference in Practice		
Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences and practice at the micro, mezzo, and macro levels	Provide social work services to a minimum of 3 clients culturally different from you. Discuss in supervision your understanding of the influence of diversity on your practice. Interview 2 agency employees from two different cultural backgrounds. Discuss in supervision your understanding of the influence of diversity on their practice.	
Comments:		
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences	Continue to collaborate with all clients/consumers to understand their culture, ensuring self-determination and mutuality. Discuss strength-based goals for service in supervision.	
Comments:		

3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Identify practice situations that raise bias/values issues for you. Select one situation to discuss in supervision and develop strategies for managing their influence on practice.	
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Comments:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels	Advocate for an identified individual need. Discuss in supervision the social, economic, or environmental rights/justice need addressed.	

Comments:

2. Engage in practices that advance social, economic, and environmental justice.	Participate in a professional activity that advances social, economic and/or environmental justice such as a community education event or lobbying. Discuss with field instructor the relevance of your participation to agency practice.	
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Comments:

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Use practice experience and theory to inform scientific inquiry and research.	Identify an issue presented by a client/consumer. Research and read two professional articles related to the issue and discuss in supervision how you can apply the information to your practice.	

Comments:

2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings AND 3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	Identify and analyze practice methods that are utilized within the agency. Discuss with field instructor those methods determined to be effective and those needing strengthening.	
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Comments:

Competency 5: Engage in Policy Practice

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Read about local, state and federal policies relevant to clients served in your field agency. Discuss in supervision the impact of these policies on service delivery and access to services.	
Comments:		
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	Interview 2 agency clients/consumers who have had access issues in receiving services. Make a list of the barriers and discuss potential policy solutions in supervision.	
Comments:		
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Draft a memo to your supervisor recommending a policy change to address a social justice need related to one of your clients/consumers. Review the memo in supervision.	
Comments:		

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Complete a written process recording** of a meeting in which your focus was to engage with a client/consumer. Review the growth in your active listening skills in supervision for feedback.	
Comments:		
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Meet with diverse clients/consumers of your field placement agency and use empathy, reflection and other interpersonal skills to engage and develop rapport. Discuss in supervision your engagement skills with at least 2 cases.	
Comments:		

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND	Conduct an initial screening or psychosocial assessment** interview of a client/consumer. Review your assessment in supervision. Meet with a client/consumer and develop an eco-map**	
Comments:		

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	and a three-generational genogram** as part of the assessment process.	
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Comments:

3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Develop culturally relevant service plans mutually with clients/consumers to address needs identified in the assessment.	
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Comments:

4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Discuss appropriate interventions as part of the assessment as well as in supervision. Include the most relevant interventions in the service plan.	
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Comments:

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND 2. Apply knowledge of human behavior and the social environments with clients and constituencies;	Provide social work services informed by knowledge of human behavior and the social environment that address identified needs at the micro level.	
Comments:		
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Collaborate with professionals other than social workers to address the needs of clients/consumers served by your field agency.	
Comments:		
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Participate in negotiation, mediation and advocacy for a minimum of 3 clients.	
Comments:		
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Participate in the termination and/or transition of social work services with a minimum of 2 clients/consumers.	
Comments:		

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

Behavior	Learning Agreement Assignment	Evaluation of Progress
1. Select and use appropriate methods for evaluation of outcomes; AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Conduct an evaluation of the outcomes of your intervention with 2 different clients/consumers. Use an appropriate method** (e.g. single system design, goal attainment scaling, etc.) and discuss your findings in supervision. Write your own mid-term and final semester self-evaluation and discuss your growth in supervision.	
Comments:		
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Discuss effectiveness of micro interventions and program processes in weekly supervision and apply findings to practice at all systems levels.	
Comments:		
** See DSWE website, http://www.fresnostate.edu/chhs/social-work/policies-forms/index.html , then select Materials for Students or Field Instructors for additional information.		

1. Briefly describe the student's progress to date.
2. If the student is short on hours, what plans have been made to address the shortage?
3. Please describe any areas of concern in regard to the student's performance and/or the availability of required learning assignments.
4. Additional Comments

Read and Agree

Read and Accept with Reservations

Read and Disagree

Field Instructor/Agency Supervisor Signature

Student Signature

Faculty Liaison Signature

Field Coordinator Signature

**SWRK 182-I (Spring)
Field Instruction B
Semester Evaluation of Student Performance**

Student Name:
Date:
Agency:
Field Instructor:
Agency Supervisor (non-SW):
Faculty Liaison:
Number of Hours Completed:
 (225 Hours required for Credit)

Instructions:

Using the following scale, please select the number that best describes the student’s performance in completing the required activities outlined in the SWRK 181-I learning agreement. Your general frame of reference is performance of a **second semester BA student**.

- Passing: 4 – **Exceeds Expected Outcomes:** Performance is above expectations. Consistently effective and capable.
 3 – **Meets Expected Outcomes:** Performance is satisfactory and consistent with expectations for entry level, supervised generalist practice
- Not Passing: 2 – **Emerging Ability:** Performance demonstrates some weakness that requires improvement to meet minimum expectations.
 1 – **Does Not Meet Expected Outcomes:** Performance is clearly problematic and well below expectations. Fails to complete task

Note: To receive a credit grade, performance must be at a level of 3 or 4 in 70% of the assignments (21 out of 30).

4	3	2	1
Exceeds Expected Outcomes	Meets Expected Outcomes	Emerging Ability to Meet Outcomes	Does Not Meet Expected Outcomes

Competency 1: Demonstrate Ethical & Professional Behavior		
Behavior	Field Learning Agreement Assignment: Semester 2	Student Performance Level
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Present in supervision a practice situation in which you applied the NASW Code of Ethics** and relevant laws and regulations. Discuss the effectiveness of your decision-making.	
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Continue to discuss personal/ethical/value dilemmas with field instructor. Reflect on how values influence your work with clients in monthly journal entries.	
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Continue to demonstrate professional demeanor: dress professionally, manage time effectively, interact with others appropriately, take initiative, maintain professional boundaries and participate responsibly in oral, written, electronic and social media communication. Discuss in supervision three specific strengths as well as three areas for growth.	
4. Use technology ethically and appropriately to facilitate practice outcomes.	Identify a situation where technology is used to communicate sensitive information (client and agency related). Evaluate how the information is protected and discuss with field instructor.	

5. Use supervision and consultation to guide professional judgment and behavior.	Continue to meet with your field instructor for weekly supervision and prepare an agenda** for supervision. Identify a situation within the agency where you used or considered using self-disclosure. Consult in supervision on the appropriateness of self-disclosure in the situation.	
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Competency 2: Engage Diversity and Difference in Practice

Behavior	Field Learning Agreement Assignment: Semester 2	Student Performance Level
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences and practice at the micro, mezzo, and macro levels	Provide social work services to a minimum of 3 clients culturally different from you. Discuss in supervision your understanding of the influence of diversity on your practice. Interview 2 agency employees from two different cultural backgrounds. Discuss in supervision your understanding of the influence of diversity on their practice.	
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences	Continue to collaborate with all clients/consumers to understand their culture, ensuring self-determination and mutuality. Discuss strength-based goals for service in supervision.	
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Identify practice situations that raise bias/values issues for you. Select one situation to discuss in supervision and develop strategies for managing their influence on practice.	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behavior	Field Learning Agreement Assignment: Semester 2	Student Performance Level
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels	Advocate for an identified individual need. Discuss in supervision the social, economic, or environmental rights/justice need addressed.	
2. Engage in practices that advance social, economic, and environmental justice.	Participate in a professional activity that advances social, economic and/or environmental justice such as a community education event or lobbying. Discuss with field instructor the relevance of your participation to agency practice.	

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

Behavior	Field Learning Agreement Assignment: Semester 2	Student Performance Level
1. Use practice experience and theory to inform scientific inquiry and research.	Identify an issue presented by a client/consumer. Research and read two professional articles related to the issue and discuss in supervision how you can apply the information to your practice.	
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings AND 3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	Identify and analyze practice methods that are utilized within the agency. Discuss with field instructor those methods determined to be effective and those needing strengthening.	

Competency 5: Engage in Policy Practice

Behavior	Field Learning Agreement Assignment: Semester 2	Student Performance Level
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Read about local, state and federal policies relevant to clients served in your field agency. Discuss in supervision the impact of these policies on service delivery and client access to services.	

2. Assess how social welfare and economic policies impact the delivery of and access to social services.	Interview 2 agency clients/consumers who have had access issues in receiving services. Make a list of the barriers and discuss potential policy solutions in supervision.	
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Draft a memo to your supervisor recommending a policy change to address a social justice need related to one of your clients/consumers. Review the memo in supervision.	

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

Behavior	Field Learning Agreement Assignment: Semester 2	Student Performance Level
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Complete a written process recording** of a meeting in which your focus was to engage with a client/consumer. Review the growth in your active listening skills in supervision for feedback.	
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Meet with diverse clients/consumers of your field placement agency and use empathy, reflection and other interpersonal skills to engage and develop rapport. Discuss in supervision your engagement skills with at least 2 cases.	

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

Behavior	Field Learning Agreement Assignment: Semester 2	Student Performance Level
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Conduct an initial screening or psychosocial assessment** interview of a client/consumer. Review your assessment in supervision. Meet with a client/consumer and develop an eco-map** and a three-generational genogram** as part of the assessment process.	
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Develop culturally relevant service plans mutually with clients/consumers to address needs identified in the assessment.	
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Discuss appropriate interventions as part of the assessment as well as in supervision. Include the most relevant interventions in the service plan.	

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

Behavior	Field Learning Agreement Assignment: Semester 2	Student Performance Level
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND 2. Apply knowledge of human behavior and the social environments with clients and constituencies;	Provide social work services informed by knowledge of human behavior and the social environment that address identified needs at the micro level.	

3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Collaborate with professionals other than social workers to address the needs of clients/consumers served by your field agency.	
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Participate in negotiation, mediation and advocacy for a minimum of 3 clients.	
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Participate in the termination and/or transition of social work services with a minimum of 2 clients/consumers.	

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

Behavior	Field Learning Agreement Assignment: Semester 2	Student Performance Level
1. Select and use appropriate methods for evaluation of outcomes; AND 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Conduct an evaluation of the outcomes of your intervention with 2 different clients/consumers. Use an appropriate method** (e.g. single system design, goal attainment scaling, etc.) and discuss your findings in supervision. Write your own mid-term and final semester self-evaluation and discuss your growth in supervision.	
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Discuss effectiveness of micro interventions and program processes in weekly supervision and apply findings to practice at all systems levels.	

** See DSWE website, <http://www.fresnostate.edu/chhs/social-work/policies-forms/index.html>, then select Materials for Students or Field Instructors for additional information.

Additional Comments:

Read and Agree

Read and Accept with Reservations

Read and Disagree

Field Instructor/Agency Supervisor Signature

Student Signature

Faculty Liaison Signature

Field Coordinator Signature

Student Evaluation of Field Instruction and Liaison Support Spring Semester Evaluation

To Be Completed by the STUDENT

Agency:

Faculty Liaison:

Using the following scale, please select the number that best describes your experience as a student in field placement this semester.

1	2	3	4	5
Poor	Below Average	Average	Above Average	Excellent

RATING	
	1. I am being assigned practice experiences I need to complete assignments related to field placement.
	2. I meet with my Field Instructor/Agency Supervisor for supervision for one hour each week.
	3. My Field Instructor/Agency Supervisor is available to handle questions and concerns as needs arise.
	4. My Field Instructor/Agency Supervisor discusses and resolves differences of opinion, value orientations and professional interventions with me in an open manner.
	5. My faculty liaison has met with me at the agency twice this semester.
	6. My faculty liaison is responsive to field placement needs, questions and concerns.
	7. I would recommend this placement for other BA interns from the Department of Social Work Education.

Comments:

Student Signature _____

Field Coordinator Signature _____

SECTION 8.

Forms

Forms in this Section

- Agency Profile Form
- Field Instructor Profile Form
- SWRK 280/281 Field Application
- Field Practicum Student Agreement
- Conflict of Interest/Convictions form
- Application for Internship in Agency of Employment
- Faculty Liaison Report Form
- Corrective Action Plan
- Corrective Action Plan Sample

FIELD PLACEMENT AGENCY PROFILE

Name of Agency: _____ Date: _____

Address: _____ City, State, Zip: _____

Primary Agency Contact Person(s): _____ Phone: _____

Email: _____

Brief directions from CSU Fresno Campus:

Program/Agency: _____ Address: _____

Field Instructor: _____ MSW: NON MSW:

Additional Program/Agency sites where student may be placed:

1) Program/Agency: _____ Address: _____

Name of Field Instructor: _____ MSW: NON MSW:

2) Program/Agency: _____ Address: _____

Name of Field Instructor: _____ MSW: NON MSW:

AGENCY INFORMATION

Major Funding Source(s): _____ Geographic Area Served: _____

Please check if the agency has contracts with the county to provide services. Contact is through the following department(s):

Child Welfare/Department of Social Services

Behavioral Health

Other Department (please specify) _____

Age Group(s) Served: _____ Ethnicity of Consumers: _____

Gender (check all that apply): M F Non-Binary Other: _____

Socio-economic Level of Consumers: _____

List the major social problems addressed by your program (describe special needs i.e., language):

Agency professional staff include the following:

AGENCY SERVICES

Please check all that apply to the services provided by the agency:

Systems of Intervention:

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Individual | <input type="checkbox"/> Group |
| <input type="checkbox"/> Couple | <input type="checkbox"/> Community |
| <input type="checkbox"/> Family | <input type="checkbox"/> Organization |

Other:

Services:

- | | |
|--|---|
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Brokering |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Consultation & Collab. |
| <input type="checkbox"/> Service Planning | <input type="checkbox"/> Referral/Discharge Plng |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Administration/Supervision |
| <input type="checkbox"/> Counseling/Therapy | <input type="checkbox"/> Grant Writing |
| <input type="checkbox"/> Advocacy | Other: <input style="width: 150px;" type="text"/> |

Length of Service:

- Brief
- Short-term (up to 3 months)
- Long-term (3 months or more)
- Mixed

Location of Service Provision:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> In-patient | <input type="checkbox"/> Community |
| <input type="checkbox"/> Out-patient | <input type="checkbox"/> School |
| <input type="checkbox"/> Agency | Other: <input style="width: 150px;" type="text"/> |

STUDENT LEARNING OPPORTUNITIES

Please check the categories of learning opportunities listed below that are expected to be available for social work interns:

1. Develop professional and ethical behavior (i.e. participate in weekly supervision, apply ethical decision-making, complete agency documentation)
2. Engage diversity and difference in practice (i.e. work with diverse populations)
3. Advance human rights and social, economic and environmental justice (i.e. research, identify and participate in addressing matters of injustice)
4. Engage in research and apply research to practice (i.e. related to the agency, community and interventions)
5. Engage in policy practice (i.e. identify impact of policies on practice at all levels; advocacy)
6. Engage with individuals, families, groups, organizations and communities (i.e. develop rapport and trust)
7. Assess individual families (i.e. general to advanced assessment)
8. Intervene with individual families (i.e. supervised, entry level intervention to more advanced and autonomous practice)
9. Evaluate practice with individual families (i.e. utilize methods to evaluate the effectiveness of practice)
10. Other: please explain

Agency Hours of Operation: _____

Field Instructor Working days/hours: _____

Evening/Weekend/Holiday Work Required: Yes No

Available: Yes No

If yes explain:

Office Space & Resources for students (room, desk, phone, etc.):

Accessibility for Students with Disabilities:

Transportation to carry out learning assignments:

- Agency Car Reimbursement: Yes No
Own Car Reimbursement: Yes No

If reimbursed, please describe:

Are educational stipends available? Yes No

If yes, please describe type, amount and application process:

Typical or Planned Student Assignments:

First Semester:

Second Semester:

Number of Student Placements: Graduate Undergraduate Intern

Supervision Available from Agency Staff with the following:

LCSW

MSW Year: _____

BA in Social Work Year: _____

Other: Please specify:

Field Instructor / Agency Supervisor Profile Form

Last name First name Date

Email Address Phone

Agency Name Address City Zip Work Phone

Gender: Male Female Decline to state

Degrees: BA

Year College/University Degree/Specialization

MSW

Year College/University Degree/Specialization

Other

Year College/University Degree/Specialization

Licenses: LCSW _____
Year Year

PPS _____
Year

Other _____
Yr. /License (LMFT, etc.)

Employment/Experience:

Present Position Agency

Period of Employment Name and Title of Immediate Supervisor

Other previous practice positions (continue on back or attach resume)

Volunteer/Community Experience/Professional Organizations/Service to the University

Field Work Instruction/Experience:

No, I do not have field instruction experience.

Yes, I do have field instruction experience.

Number of Years: _____

Average Number of Students: _____

Specify Discipline (Social Work, LMFT, etc.): _____

I understand that to be certified as a field instructor, it is required for me to complete the department's On-line Field Instructor training prior to the supervising an intern. The training can be accessed at: <http://www.fresnostate.edu/chhs/social-work/field-instructor/index.html>

Signature _____ Date _____

Return to:
Department of Social Work Education
Attn: Field Office
5310 N. Campus Drive M/S PH102 - Fresno, CA 93740
Email: csuf.dswe@gmail.com **Fax:** 559-278-7191

SWRK 181-I/182-I Undergraduate Field Application

Before scheduling your "Field Placement Interview" appointment, you must complete the steps below:

1. Meet with your advisor; please email the Review of Academic Eligibility for SWRK 181 form before you meet with your advisor.
Note: The advising form must be signed by you and your advisor.
2. Complete this field application. It provides basic information necessary to begin planning your field placement.
3. You will submit your field packet to link provided on email.

Once your completed packet is reviewed and approved, the field office will contact you to schedule your field placement interview.

NOTE: NO APPOINTMENTS WILL BE MADE WITHOUT HAVING ALL OF THE REQUIRED DOCUMENTS.

DEADLINE FOR COMPLETED PACKET: Wednesday, September 13, 2023

APPLICATION MUST BE TYPED

Do you plan to apply for Title IV-E? YES NO UNSURE Are you a Full Time Employee YES NO

APPLICATION INFORMATION

LastName		First Name		DOB		StudentID	
Address			Apt#	City		State	ZipCode
Preferred Phone #			Fresno State Email Address				

OPTIONAL

Gender: Male Female Non-Binary Decline to answer Do you have children Yes NO Ages of children:

Student Ethnicity		Spouse's Occupation		Spouse City of Employment	
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IN CASE OF EMERGENCY WHILE IN FIELD PLACEMENT CONTACT

Name of Contact		Relationship		Home Phone		Cell Phone	
Address			Apt#	City		State	Zip Code

Do you speak another Language?

YES NO

If yes, please list the language(s):

Do you want a placement where you may use your language skill(s)?

YES NO

If yes, are you fluent in any of the three skills listed:

Reading

Writing

Speaking

Will you have use of a car during your field placement?

YES NO

If yes, are there any restrictions on use? Please explain below.

If no, please explain below how you plan to get to the field agency, visit clients, etc.

CURRENT EMPLOYMENT INFORMATION

If you will be employed during your internship, please provide information regarding your place of employment, work schedule, and plans to accommodate work and internship.

FUTURE EDUCATIONAL PLANS

I plan to work after completion of my BA Degree _____

Continue immediately into graduate study in the area of _____

Work first, and then continue graduate study in the area of _____

Other (please explain): _____

PREVIOUS WORK EXPERIENCE, INTERNSHIP & VOLUNTEER WORK

	<u>Agency Name</u>	<u>Dates</u>	<u>Job Title</u>	<u>Paid/Volunteer</u>
1.	_____	_____	_____	Choose One _____
2.	_____	_____	_____	Choose One _____
3.	_____	_____	_____	Choose One _____
4.	_____	_____	_____	Choose One _____

PLEASE NOTE: If there is additional information to be considered in planning your internship, please include it on a separate page attached to this application.

I authorize the above material to be reviewed by field instructors and/or supervisors with whom I may be assigned to.

Signature

Date (m/d/yy)

GEOGRAPHIC LOCATIONS

Many of our placements are in communities throughout the San Joaquin Valley. Below are listed the geographic areas in which we plan for field internships. List your preferences for at least three (3) areas. Use "1" for most preferred, "2" for the next most preferred, etc. Please note that placements are NOT available in every location every year. We cannot guarantee that you will receive a placement assignment in one of your preferred areas.

- | | |
|--|--|
| <input type="checkbox"/> Bakersfield (far south valley)
<input type="checkbox"/> Fresno/metropolitan
<input type="checkbox"/> Madera
<input type="checkbox"/> Southwest Valley (Hanford, Coalinga)
<input type="checkbox"/> Visalia/Tulare | <input type="checkbox"/> Dinuba/Reedley
<input type="checkbox"/> Central Coast (San Luis Obispo, Atascadero)
<input type="checkbox"/> Merced
<input type="checkbox"/> Southeast Valley (Porterville/Exeter) |
|--|--|

AGE GROUP INTEREST

Please indicate your interest in working with the following groups.
 Use "1" for highest interest, "2" for the next highest interest, etc. through "4"

- | | | | |
|-----------------------------------|--------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Children | <input type="checkbox"/> Adolescents | <input type="checkbox"/> Adults (young to middle adult) | <input type="checkbox"/> Older adults |
|-----------------------------------|--------------------------------------|---|---------------------------------------|

AREAS OF PRACTICE INTERESTS

Indicate at least four (4) of your field placement interests in rank order. Use "1" for highest interest, "2" for the next highest interest, etc. Please note that placements related to every interest area are not available in every geographic location.

- | | |
|---|---|
| <input type="checkbox"/> Adult Services
<input type="checkbox"/> Aging/Gerontology
<input type="checkbox"/> Education/Mentoring
<input type="checkbox"/> Alcohol/Substance Abuse
<input type="checkbox"/> Corrections/Criminal Justice
<input type="checkbox"/> Domestic Violence
<input type="checkbox"/> Immigration/Refugee Services
<input type="checkbox"/> Public Policy
<input type="checkbox"/> University Services | <input type="checkbox"/> Child Welfare
<input type="checkbox"/> Youth Service
<input type="checkbox"/> Employment/Training/Public Welfare
<input type="checkbox"/> Community Organization/Outreach
<input type="checkbox"/> Developmental and/or other disabilities
<input type="checkbox"/> Mental Health
<input type="checkbox"/> Public Schools K-12 |
|---|---|

Other(identify): _____



Social Work Education

Field Practicum Student Agreement

The following statements are in accordance with the Department of Social Work Education’s policies and procedures. For further detailed information about the field education program, please refer to the Undergraduate Field Education Manual.

Please read the following statements carefully, and sign at the bottom of the page:

1. I hereby certify that the statements contained in this completed SWRK 181-I/182-I Field Application and any other information included as part of the application to field are **true and correct**. I agree and understand that any misrepresentation or omission of any material facts on my part will initiate review by the Field Coordinator and may be cause for delay in, or removal from, field placement.
2. I hereby give permission to the CSUF Department of Social Work Education, and its faculty members, and any of the approved field practicum agencies or field instructors to verify any information contained within this application (including contacting former employers, field practica, and/or field instructors).
3. I understand that any information contained in this field application and any pertinent information relating to my professional student role may be discussed between the DSWE faculty and approved practicum agencies and their representatives.
4. I understand that field agencies may require satisfactory results from a background investigation, fingerprint check, physical examination, TB test, or verification of immunizations, valid CA. driver’s license, training etc. in order to begin an internship in the agency. I understand that I will be responsible for the costs of any screenings not covered by the agency. Finally, I understand it is my responsibility to clear these requirements before my internship is scheduled to begin. Delays can result in my falling behind on internship hours and assignments and/or being withdrawn from field and practice classes for this academic year.
5. I shall fulfill the responsibilities of the student intern role, be in compliance with all field policies and procedures as outlined in the Undergraduate Field Manual and the CSUF University Policies and Regulations outlined in the general catalog. This includes but is not limited to the following:
 - a) I have completed, or will complete by the beginning of fall semester, all prerequisites set by DSWE for the field internship. Exceptions must be petitioned and approved before I may proceed into the field internship.
 - b) I will not contact agencies on my own to arrange for a field internship experience;
 - c) I understand that I **cannot** be guaranteed a placement on weekends/evenings and that I will need to make arrangements to participate in my internship for a minimum of 15 hours a week over two semesters.
 - d) I understand that I may be required to commute outside of Fresno city/county for my internship.
 - e) I understand that I shall maintain professional conduct in accordance with the university and department academic policies and standards (including the N.A.S.W. Code of Ethics and professional social work values).
 - f) I understand that I must be enrolled in SWRK 181-I/182-I (field placement) concurrently with SWRK 180/183 (practice classes) in the fall/spring semesters respectively.
 - g) I understand that the Department of Social Work Education makes every effort to place all eligible students but cannot guarantee that an agency will agree to provide me with an internship.
6. If the situation arises and I need to terminate the internship prior to fulfilling my commitment, I shall terminate in an appropriate, professional manner as designated by the department and assigned agency. I will provide **written and verbal notice** as required by the department and agency. All leaves of absence need to be discussed and approved by the department Chair and the Field Coordinator. If I fail to follow these procedures, I may not be allowed to return to the social work program.

I have reviewed and understand the above statements. I agree to comply with all of the above, the university and department policies and procedures, policies as stated in the undergraduate field manual, and the NASW Code of Ethics. If I am not in compliance, I understand that I can become ineligible for field placement. I certify that the information contained in this field application is true and correct.

Student Name (Print) _____ **Date** _____

Student Signature _____

Legal and Ethical Issues Related to Field Placement Planning

There are legal and ethical guidelines that must be followed in planning field placements for all social work students. These guidelines are in place to ensure that agency assignments for field placement conform with federal and state laws, agency policies and the NASW Code of Ethics. There are two primary areas to consider: 1) Conflict of Interest, and 2) History of Felony and/or Misdemeanor Conviction(s).

Please read the following information clearly.

Conflict of Interest

The NASW Code of Ethics states that “social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment” (NASW, p. 9). As a social work student, it is considered to be a conflict of interest to engage in field placement in an agency where **you and/or a family member have been a CLIENT and/or an EMPLOYEE**. Thus, social work students may not be placed in an agency where they or a family member have worked, gone to school, or received services such as medical care, mental health services, employment assistance or child welfare services. Since the Department of Social Work Education does not specifically ask for such information, it is the responsibility of the social work student to inform the Field Coordinator/Assistant Field Coordinator and/or department chair of a potential conflict of interest **AND** to decline a placement in which there is a conflict of interest.

Students who interview and accept field placement in an agency where they have a conflict of interest **may be delayed in ability to enroll in field placement, receive a grade of No Credit for field, and/or be administratively dropped from the field placement program.**

Misdemeanor and/or Felony Conviction(s)

Field placements must be planned in accordance with state and federal laws and with consideration of field placement agency policies, including the best interests of consumers. Increasingly, human service agencies are requiring background checks, such as fingerprinting, to insure the suitability of interns for placement in their agencies. Students who have a history of arrest, criminal charges, misdemeanor and/or felony conviction(s) may encounter barriers in the field placement process.

Therefore:

- Students who have a history of arrest of criminal charges that did not lead to conviction(s) are advised to disclose this information to the Field Coordinator/Assistant Field Coordinator and/or department chair to avoid potential problems in the agency placement process.
- Students who have a history of **“job-related” misdemeanor and/or felony conviction(s) are required to disclose this information to the Field Coordinator/Assistant Field Coordinator and/or department chair during the field placement planning interview unless the conviction(s) have been legally sealed, expunged or statutorily eradicated.** Examples of “job-related” convictions would include, but not be limited to, child abuse, substance use/abuse/possession, theft, violent or potentially violent crimes such as domestic violence, assault, robbery, etc.

Students who fail to inform the Field Coordinator/Assistant Field Coordinator and/or department chair are required “job-related” misdemeanor and/or felony conviction(s) and the conviction(s) become(s) known to the department **may be administratively dropped from the social work program.**

I have carefully read and understand the above information and am/will be in compliance with these field placement planning policies.

Print Name: _____

Signature: _____ Date: _____

Field Faculty: _____ Date: _____

Application for Internship in Agency of Employment
BA: Due second Friday in April

I. Identifying Information:

Student Name:

Date:

Field Level: BA

Academic year of placement:

II. Present Job Assignment

A. Please type in the text box below a description of your present job assignment and the specific circumstances of the assignment. Include:

- Job status (temporary/permanent; full time/part time); **specify that probationary status in current work assignment has been satisfactory completed.**
- Job classification
- Length of employment
- Regular hours of employment
- Present job duties and a thorough description of functional tasks
- Names of those persons responsible for your direct supervision and for administration of the agency.

III. Prior Experience(s)

A. If you have worked in other areas of the agency in addition to your present job assignment, include in the textbox below, a brief description of those areas/units and the length of time in each, including months and dates.

IV. Proposed Internship Experience

A. Please type in the text box below a written description of the proposed field placement assignment and the specific circumstances of the proposed internship. Note: The proposed internship must be clearly differentiated from current and past job assignments and must meet the curriculum requirements of the social work program. Include the following:

- Proposed assignment (i.e. area or unit)
- Proposed work and internship days and hours, including planned workload modification to accommodate internship hours. Also address how you will accommodate required classes and any program seminars (Note: Title IV-E seminars do not count toward field hours). Field supervision seminars (BA) do count toward field.

B. Proposed MSW Field Instructor:

Please provide the name of the proposed MSW field Instructor who has no authority over you as an employee.

Field Instructor Name: Title:
Email: Phone:

If the field instructor is new to Fresno State, attach a Field Instructor Profile form to this application. The form can be found on the DSWE website at: <http://www.fresnostate.edu/chhs/social-work/policies-forms/fieldmaterials.html>

C. Proposed Learning Assignments:

Refer to the BA Field Manual located on the DSWE website. Look up the learning agreements and specify proposed assignments tailored to your proposed internship that meet curriculum requirements specified in the learning agreements. List one activity per competency.

Competency 1: Demonstrate Ethical and Professional Behavior

Assignment:

Competency 2: Engage Diversity and Difference in Practice

Assignment:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Assignment:

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

Assignment:

Competency 5: Engage in Policy Practice

Assignment:

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

Assignment:

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

Assignment:

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

Assignment:

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

Assignment:

Terms of In Agency Field Placement for Fresno State BA and MSW Students

As a student in the Department of Social Work Education at Fresno State, I have read and understand the Policies and Procedures for Use of Student Employment Site as a Field Practicum Setting.

As an employee interested in the possibility of completing my required field internship(s) at my agency of employment, I understand that I must apply to be approved for this agreement. Approval is required from the employment agency and the Field Coordinator. University approval will be based on compliance with the Department of Social Work Education’s field education policies and procedures.

Given that students must have cleared probationary status in their current work assignment to be eligible for an agency placement, I understand that new employee (less than one year), newly promoted employees, or employees wishing to apply for promotion while in field placement, will not meet the requirements for in agency placement. Any request for an exception to this policy must be discussed with the employer and the Field Coordinator in advance. Exceptions will be made only for very strong and educationally sound reasons. Final approval of an exception is rendered by the Field Coordinator.

The signatures below indicate agreement with the terms of this proposal and an understanding that the arrangements agreed upon may not be changed without advanced approval from both the agency and the Field Coordinator.

V. Signatures:

Student Signature Date:

Proposed MSW Field Instructor Date:

Agency Administrator Date:

Department of Social Work Field Coordinator Date

FACULTY FIELD LIAISON REPORT FORM

The purpose of this form is to provide information to the Field Coordinator regarding student learning progress in field placement. Please complete this form after each site visit or significant phone/campus conference and submit it to the Field Coordinator. Thank you!

FACULTY LIAISON: DATE OF CONTACT: First Visit Second Visit STUDENT NAME: LEVEL: BA MSW I MSW II PPS STIPEND/CREDENTIAL: T-IV E MHAGENCY NAME: FIELD INSTRUCTOR NAME:
Summary of Contact (check all applicable areas):

- Reviewed agency orientation and schedule of field placement hours
- Reviewed learning assignments and congruence with concurrent practice class(es).
- Assisted in the development/review of the learning agreement
- Reviewed schedule and content of weekly supervision meetings with MSW field instructor/non-MSW agency supervisor
- Discussed current learning progress and identified areas of focus for the remainder of the semester. Reviewed timelines for completion of learning agreement, evaluation of practice/journal, and evaluations.

OTHER: **ADDITIONAL COMMENTS AND/OR CONCERNS:**

Faculty Field Liaison Signature:

Field Coordinator Signature:

Corrective Action Plan For Unsatisfactory Student Performance in Field Placement

(Refer to the Field Manual for course requirements and grade procedures)

Note: To be completed by the faculty liaison in consultation with the student, field instructor, and field coordinator.

STUDENT NAME: _____ DATE: _____

STATUS: BA (1st Semester) BA (2nd Semester) MSW1 MSW2

PLACEMENT AGENCY

FIELD INSTRUCTOR

FACULTY LIAISON

ACADEMIC ADVISOR

Identified Performance Issues: (please attach additional supporting documentation if necessary)

1.
2.
3.
4.

Performance Area

Current Level of Performance

	Meets Expected Outcomes	Emerging Ability	Does Not Meet Expected Outcomes
1. Professionalism			
a. Attendance and Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use of Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Completion of Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Social Work Practice			
a. Practice with Clients/Consumers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Practice with Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Practice with Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assumption of Professional Responsibility for:			
a. Skill Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional Demeanor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (Please Specify Below)

Corrective Plan

Instructions: The corrective action plan is to be completed by the Faculty Liaison in consultation with the student, the field instructor and the Field Coordinator. Address all performance issues noted above and provide clear objectives for satisfactory performance that include a specific, short term time frame.

Performance Objectives:

Time Frame:

1.		
2.		
3.		
4.		
5.		

Field Instructor Will:

Time Frame:

1.		
2.		
3.		

Faculty Liaison Will:

Time Frame:

1.		
2.		
3.		

Additional Information:

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Consequences for Continued Unsatisfactory Performance:

- 1.
- 2.
- 3.
- 4.

Next Review Date: _____

I have participated in the development of this Corrective Action Plan and understand my responsibility in meeting its objectives as well as the consequences for continued unsatisfactory performance.

Student Signature Date

Field Instructor Signature Date

Faculty Liaison Signature Date

Field Coordinator Signature Date

Corrective Action Plan For Unsatisfactory Student Performance in Field Placement

(Refer to the Field Manual for course requirements and grade procedures)

Note: To be completed by the faculty liaison in consultation with the student, field instructor, and field coordinator.

STUDENT NAME: SW Student

DATE: _____

STATUS: BA (1st Semester) BA (2nd Semester) MSW1 MSW2

PLACEMENT AGENCY NOWHERE COUNTY SERVICES

FIELD INSTRUCTOR INSTRUCTOR

FACULTY LIAISON FACULTY

ACADEMIC ADVISOR ADVISOR

Identified Performance Issues: (please attach additional supporting documentation if necessary)

1. SW Student has not attended internship consistently (6 absences)
2. SW Student has not called field instructor or agency to report absences in a timely manner
3. SW Student relates to clients as friend rather than in a professional manner
4.

Performance Area

Current Level of Performance

	Meets Expected Outcomes	Emerging Ability	Does Not Meet Expected Outcomes
1. Professionalism			
a. Attendance and Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Use of Supervision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Completion of Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Social Work Practice			
a. Practice with Clients/Consumers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Practice with Staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Practice with Administration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assumption of Professional Responsibility for:			
a. Skill Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Assignments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Professional Demeanor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Other (Please Specify Below)

Corrective Plan

Instructions: The corrective action plan is to be completed by the Faculty Liaison in consultation with the student, the field instructor and the Field Coordinator. Address all performance issues noted above and provide clear objectives for satisfactory performance that include a specific, short term time frame.

Performance Objectives:

Time Frame:

1.	SW Student will attend internship consistently as scheduled	11/6
2.	SW Student will report excused absences by 8:00 AM that day	11/6
3.	SW Student will demonstrate appropriate boundaries and professional demeanor in her work with clients and staff	11/14
4.		
5.		

Field Instructor Will:

Time Frame:

1.	Provide one hour of supervision to SW Student	10/25
2.	Discuss professionalism in supervision	10/26
3.	Have student observe her working with clients to model appropriate boundaries and professional demeanor	11/6

Faculty Liaison Will:

Time Frame:

1.	Contact FI and student weekly to monitor progress	10/27
2.	Meet with student on campus to reinforce professional socialization	10/30
3.	Meet with FI and student in November to assess progress	11/15

Additional Information:

SW Student is warm and engaging with clients and seems to have a genuine interest in working with them. Has good potential as a social worker but needs to improve attendance as well as professional demeanor.

Consequences for Continued Unsatisfactory Performance:

1.
2.
3.
4.

Next Review Date: 11/16

I have participated in the development of this Corrective Action Plan and understand my responsibility in meeting its objectives as well as the consequences for continued unsatisfactory performance.

Student Signature _____ Date _____

Field Instructor Signature _____ Date _____

Faculty Liaison Signature _____ Date _____

Field Coordinator Signature _____ Date _____