

# FRESNO STATE

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Social Work Education

2023 - 2024



## First Year MSW Field Manual

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## **Fresno State**

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# MSW1 Field Manual

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## **Introduction**

Internship experience is essential to a professional education. The Department of Social Work Education requires all students to participate in field instruction. A wide variety of agency settings and a core of well qualified field instructors make it possible for the Department of Social Work Education to individualize the practice interests of students. However, a satisfactory field experience depends on the joint efforts of the student, faculty advisor, faculty in the classrooms, field instructor, faculty liaison, and the Field Coordinator.

The student actively participates in identifying his/her learning needs and shaping the educational process. Together the field instructor, the faculty liaison, faculty advisor, and Field Coordinator, help the student make optimal use of the agency's learning opportunities and integrate classroom and field content.

This Manual was written to help students participate in the field instruction program. It provides general information about the program as well as guidelines for Learning Agreement assignments and evaluating student performance. The Manual is intended to be used as a resource, and to be referred to when needed. A major portion of the substance of field instruction cannot be portrayed on paper. While the Manual concentrates on the knowledge, values and skills that can be developed through field instruction, we believe that the growth process itself is equally important. Positive field instruction is a combination of a field instructor who is willing to teach and a student who is eager to learn and grow.

# SECTION 1.

## Overview of Field Education

### Purpose of Field Education (Internship)

Field Education or internship is the practicum portion of the graduate social work education program. It is designated as the “signature pedagogy” by the national social work accrediting body, the Council on Social Work Education (CSWE). In these courses, students are expected to demonstrate their knowledge, skills, and abilities (i.e. competency 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 in the internship.

### 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 foundation field internship taken concurrently with the foundation/generalist practice courses affords the student the opportunity for experiential learning with instruction. 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 as a vital function for students by allowing them:

1. to develop foundation practice skills.
2. to determine which approaches, work in practice and how they must be adapted to specific situations.
3. to gain access to practical information that is not available in courses and books.
4. to clarify their own needs for further study.
5. to understand the effects of the organizational context on professional social work practice.
6. to develop skills in agency/community based social work practice.

The purpose of concurrent practice courses with the internship course is to facilitate the integration of theory and practice. Every effort is made for students to apply what they learn in classes in practice, and to use the learning experience gained in the internship in class discussion and to structure class assignments so that they may be connected to the field. Additionally, course 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.

### Curriculum Orientation

The MSW program offers an advanced multisystem practice approach to prepare students for advanced social work practice. All MSW students take foundation/generalist courses concurrently with the first-year foundation/generalist field placement. The field course syllabi in the foundation/generalist year (SWRK 280 and 281), describes the learning goals, objectives, and expectations of each course (See Section 2).

## Goals of Field Internship

Learning opportunities in the field sequence are designed to enable social work interns:

- a. To become socialized to the social work profession, developing awareness of its value orientation and learning the fundamental components of professional development.
- b. To apply and integrate foundation knowledge of human behavior and diversity to a multisystem approach to social work practice.
- c. To develop a knowledge base and beginning foundation practice skills with individuals, families, groups, organizations and communities and apply appropriate strategies for intervention at multiple system levels.
- d. To acquire foundation skills in the evaluation of one's own performance and practice using both qualitative and quantitative methods.

The specific learning objectives for SWRK 280 and 281 are outlined in the respective course syllabi which are contained in Section 2 of the Manual.



## SECTION 2.

# Overview of Administration and Delivery of Field Education

### Overview

Field internship shares the goal of the curriculum, preparing students for practice and leadership in social service with various population groups. This goal is reflected in the choice of settings and assignment.

Field instruction is one of the five core areas of social work education and is designated as the “signature pedagogy” by our accrediting body, the Council on Social Work Education (CSWE). It is the graduate practicum or internship -- applied social work. These courses provide each student the opportunity to apply what he/she learns in the other core areas: research, policy, human behavior, and practice.

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 through which such development takes place. It is a matter of translating theory into practice, of knowledge into skill, value assumptions into choices and standards.

Supervision is essential to the development of generalist and specialized 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 M.S.W. field instructor. Ideally, this is provided in a regularly scheduled weekly meeting with the agency-based field instructor. There is also a faculty liaison who maintains contact with the field agencies and their staff on behalf of the Field Coordinator.

The present structure of the full-time MSW program requires field work to be done throughout the four semesters concurrently with classroom learning. Students enrolled in SWRK 280 and SWRK 281 during the first-year are placed in an agency on assigned days for 16 hours per week. Unit value for the first-year field practicum is two units per semester equal to 200 field hours, or 400 hours per year. MSW students must maintain a 3.0 GPA in order to be eligible for enrollment in SWRK 280 and 281.

Early in each semester of field internship, the student develops a Field Learning Agreement, which is reviewed and revised with the help of the field instructor and the faculty liaison. The Field Learning Agreement is the basis for evaluating the student’s performance. At the mid semester and at the end of each semester, the field instructor completes a student performance evaluation and reviews it with the student. The faculty liaison reviews the completed evaluation, which is referred to the Field Coordinator’s office. A copy of the evaluation is archived in the program’s web-based server, IPT.

Students are graded on a Credit/No Credit basis for field instruction.

*\*In order to receive a Credit grade, students must complete the required hours and demonstrate performance at a satisfactory or above level in a minimum of 80% of the learning agreement assignments.*

The grade is recommended by the field instructor and faculty liaison and assigned by the Field Coordinator.

The Learning Agreement, the field evaluations, and grading are discussed in more detail in Sections 6 and 7 of this Manual.

### **Field Internship Administrative Structure**

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

### **Field Coordinator Roles and Responsibilities**

#### **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 Curriculum and 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 Committees.
- 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 students' 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 students' placement needs/ academic progress.
- 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' administrations.
- 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 the agency.
- b. Follow up on placements proposed by students by visiting and studying the agency.
- c. Have an Agency Placement Profile completed on 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.

#### Coordination 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 faculty field assignments and workloads.
- f. Provide orientation to new agency field instructor and supervisors.
- g. Provide orientation to new faculty field instructors/liaisons.

## 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. responsible for the student’s field work experience. “Supervisor” means an agency staff person, other than the M.S.W. 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 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 Process of Field Sequence:

1. Assist with 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 takes place as needed. Administrative planning of agency interviews for placement.
3. Make placement and re-placement 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 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' administrations.
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

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 assignments of grades for SWRK 280/281.
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 to 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 Roles 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 both 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.

#### **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.

### Responsibilities 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 (2 times each semester) 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.

### Responsibilities 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.

## **The Field Instructor's Function and Responsibilities to the Student:**

Assignment - Faculty field instructors are assigned to the field by the department chair in consultation with the Field Coordinator, who in turn reviews the assignments being considered with faculty and, if necessary, with the Field Review and Certification Committee.

Functions - The faculty field instructor may have one or two roles, depending upon the arrangement agreed upon with the agency. One is as a consultant/liaison to an agency supervisor. The other is as field instructor of student(s). In both cases, the faculty concerned is responsible to the Field Coordinator; consults with him/her, and with the student's educational advisor as needed.

## **Agency Field Instructor Role and Responsibilities**

Appointment - Agency field instructors are appointed by the Field Coordinator using the guidelines for qualifications of field faculty and supervisors. The use of a placement always depends upon the availability of qualified field instruction.

### **The Field Instructor's Function and Responsibilities to the Department**

1. Coordinates with the department to provide field instruction that complements and augments classroom learning.
2. Maintains an ongoing evaluation of each student's progress and prepares a written summary of the student's performance at the mid-term and the end of each semester (See Section 7).
3. Keeps the faculty liaison informed about the student's progress and raises questions as needed; promptly advises the liaison of concerns regarding student's performance, grading, and evaluation, after discussing them first with the student.
4. Provides feedback to the department about various components of the curriculum and the appropriateness of the placement; helps plan for the future use of the placement.
5. Completes mandatory one-time online training and attends periodic department sponsored field instructor meetings
6. Provides the department with an up-to -date resume.
7. Maintains a file of student work and recordings.

## **Faculty Field Instructor Role and Responsibilities**

1. Orients the student to the agency including its philosophy, funding sources, and target populations; informs the student about the strengths and weaknesses of the agency and the community's service delivery system.
2. Assumes overall responsibility for the student's educational experiences and coordinates the student's involvement with other agency staff members.
3. Schedules a one hour weekly conference with each student as protected time for field teaching, educational support, and administrative supervision; makes additional time available to the student as needed.
4. Helps the student develop the Foundation Field Learning Agreement each semester and provides regular feedback to the student about his/her performance in the field (see Section 6).



5. Provides an educational climate that challenges the student to expand his/her professional skills, knowledge, and values.
6. Advocates for the student to gain access to learning experiences within the agency and the professional community.
7. Arranges for the student to participate in selected agency activities (e.g., board meetings, committees, conferences, in-service training.)
8. Assists the student to meet professional responsibilities and use time appropriately.
9. Helps the student integrate theory with practice.

#### Field Instructor Qualifications:

The field instructor of students is a professional social worker (or equivalent) who has been designated by the department and accepted by the agency to supervise students in field work. He/she must possess the M.S.W. or its equivalent from a CSWE accredited school of social work plus a minimum of two year's post M.S.W. employment as a professional social worker. As with all teachers, the field instructor should challenge the student and promote creativity. Specifically, he/she should be able to demonstrate an acceptable level of performance, by providing a vita and possibly also references.

He/she should have kept current with new developments in social work, either in a general way by active membership in NASW or other professional organizations; possess specialized knowledge or skill, e.g., licensed clinical social worker; be able to demonstrate some familiarity with recent social work-related literature and programs. He/she may have attended workshops, continuing education courses, in-service training self-development groups, etc. He/she should be able to demonstrate capacity to function in his/her agency, get along with colleagues, deal positively with conflict, promote changes as needed and have respect of senior and junior colleagues.

Finally, he/she should be thoughtful, fair and objective on controversial issues, able to take and maintain a position, be honest, and able to communicate clearly with the student both positive and negative feedback, such that independent inquiry would show that both student and field instructor had basically the same understanding of a given situation. He/she would not hesitate to contact appropriate faculty should problems arise.

#### Field Instructor Expectations:

1. Be able to identify own learning style, and assess student's as similar or different, developing learning experiences adapted to the needs and pace, abilities, etc. of student in a systematic manner, gradually, for example, expecting more as students know and can do more.
2. Preferably have had good instruction in his/her own training, and while perhaps using that as a starting point, be able to see that a different model might suit current needs better. Where field instructor had poor or negative field experience he/she understands how this might have affected his/her motivation, interest, and style of instruction.

3. Be interested and willing to take the time to familiarize him or herself with the department's program, how it has changed or is changing; attend meetings and be willing to contribute to the department beyond instruction of students placed.
4. Be willing to go over the field instruction outline and assess what, in its comprehensive contents, he/she will or will not be able to provide. If placement is limited in some respects, is he/she willing to develop some supplementary experiences?
5. In terms of social work roles, beliefs and values, adhere to the code of ethics, and be able to differentiate teaching roles clearly from staff supervisory ones.
6. Be able and willing to teach effectively, students whose backgrounds, race, religion, personal philosophy, etc., differ from his/her own.
7. Be clear about own motivation for doing field instruction, willing and able to give the time and attention needed.
8. Be clear about expectations: how much or how little structure to provide, how much or how little independence of action for the student(s), reciprocal responsibilities clearly understood and consistently honored by all parties.
9. Finally, the field instructor should strive to meet all deadlines and provide feedback, input, etc., to the department. Those who find that their work responsibilities change during the placement, or come to interfere in unexpected ways with field teaching, should let the faculty liaison know so that the department may try to help in effecting adjustments and maintaining a quality educational experience for the students.

### **Seven Dimensions of the Field Instructor Role:**

1. **Creating and Maintaining the Learning Environment.** Creates an open, helpful environment for student learning. Develops learning opportunities for students beyond the immediate assignment. **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).
2. **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, and information visits to referral sources.
3. **Modeling Job Skills.** Provides a model of professional social work skills, judgment, and values in action. Allows students to see and analyze professional work. **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.

4. Providing Educational Instruction and Administrative Supervision. Provides a structured field instruction meeting on a weekly basis. Assists with the development of 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, taped samples, field instruction agendas, and a consulting style which guides and encourages the learning process.
5. 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.
6. 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
7. 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, Reitmeir and Rooney, 1988.)

## 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><b>1. Demonstrate Ethical and Professional Behavior</b></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"><li>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.</li><li>2) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li><li>3) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</li><li>4) Use technology ethically and appropriately to facilitate practice outcomes.</li><li>5) Use supervision and consultation to guide professional judgment and behavior.</li></ol>
<p><b>2. Engage Diversity and Difference in Practice</b></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"><li>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</li><li>2) Present themselves as learners and engage clients and constituencies as experts of their own experiences.</li><li>3) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li></ol>

<p><b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b></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"> <li>1) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.</li> <li>2) Engage in practices that advance social, economic, and environmental justice.</li> </ol>
<p><b>4. Engage in Practice-Informed Research and Research-Informed Practice</b></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"> <li>1) Use practice experience and theory to inform scientific inquiry and research.</li> <li>2) Apply critical thinking to engage in analysis of quantitative and qualitative research methods AND</li> <li>3) Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ol>
<p><b>5. Engage in Policy Practice</b></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"> <li>1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</li> <li>2) Assess how social welfare and economic policies impact the delivery of and access to social services.</li> <li>3) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</li> </ol>

<p><b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b></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"> <li>1) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</li> <li>2) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ol>
<p><b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b></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"> <li>1) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND</li> <li>2) Apply knowledge of human behavior and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</li> <li>3) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</li> <li>4) Select appropriate intervention strategies based on the assessment, research, knowledge, and value and preferences of clients and constituencies</li> </ol>

<p><b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b></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"> <li>1) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND</li> <li>2) Apply knowledge of human behavior and the social environments with clients and constituencies;</li> <li>3) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>4) Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> <li>5) Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ol>
<p><b>9. Evaluate Practice with Individuals, Families, Groups, Organizations &amp; Communities</b></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"> <li>1) Select and use appropriate methods for evaluation of outcomes; AND</li> <li>2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</li> <li>3) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND</li> <li>4) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ol>

### Practice Opportunities at Different Levels

The DSWE utilizes several mechanisms to ensure that students have practice opportunities across all systems levels while in their internships. These mechanisms include learning agreements, field instructor training, and faculty liaisons.

#### Learning agreements

All students participate in a mandatory orientation to the requirements and expectations of the field practicum prior to reporting to the agency. The field practicum then begins with a period of orientation, observation, and participant observation prior to taking on more independent assignments under the supervision of the field instructor. By the end of the fourth week of each semester, the student is required to complete a field practicum learning agreement. The learning agreement is a written understanding between 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 is based on the nine CSWE competencies. It serves as a “roadmap” for field, providing a focus for mutual planning in the development of learning experiences and as a reference point for ongoing evaluation of learning progress. All learning agreement assignments are measures of the student’s demonstration of the social work competencies in real or simulated practice.

The learning agreements are organized around the nine Social Work Competencies. Each competency is presented as a header and the knowledge, values, skills, and cognitive and affective processes for the

competency are listed with companion learning assignments outlined for each component of the competency. These assignments include practice experiences with individuals, families, groups, organizations, and communities. Each semester students are required to complete all the learning agreement assignments, ensuring the generalist practice opportunities necessary to demonstrate the social work competencies. The primary focus of the first and second semester learning assignments corresponds to the senior practice class (micro or macro) in which the student is enrolled, as noted above.

### Field Instructors

Field instructors also receive an orientation to the requirements and expectations of the field practicum prior to the student commencing the field internship. Both students and field instructors have online access to a current field manual, the learning agreement and ongoing faculty liaison support to ensure that appropriate generalist learning experiences at all system levels are provided throughout the placement.

### Field Liaisons

Faculty Field Liaisons are assigned to each student in internship. Liaisons review Learning Agreements and evaluations for approval. Additionally, Field Liaisons meet with the student and the Field Instructor at the beginning and end of the semester. A mid-term check-in is also completed. At these meetings, expectations for the semester are established and progress toward goals is checked to ensure that the student is making progress toward meeting the requirements of the internship experience.



## SECTION 4.

### Field Education Policies and Procedures

#### **Field Education Site Description and Selection**

There are three categories of field instruction agencies: designated instructional sites, non-profit 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 standards developed by the Council on Social Work Education.

#### **Designated Instructional Sites**

Agencies approved for use as designated instruction sites 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 MSW personnel 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.; **2)** clerical services needed by students and their field instructor, and **3)** 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 degree from a CSWE accredited program.
2. The individual possessing the MSW 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 MSW 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 **a)** space and equipment needed by students and their field instructor, i.e., desks, telephone, privacy for interviews and conferences, etc.; **b)** clerical services needed by student and their field instructor; and **c)** 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 a 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 non-profit status. The following additional requirements also apply:

1. Students may not be placed in either individual or group private practitioner offices for field internships.
2. 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.
3. 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 their 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** the learning assignments 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, 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 intervention 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 diverse 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 days per week in the first and second semesters. 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**

### **Policies and Procedures for Use of Student Employment Site as a Field Practicum Setting**

#### **Introduction**

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. A 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 template is located on the DSWE website under [Students/Field Instruction/New MSWI Students](#).

## **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 employees' 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.
6. The field instructor for MSW students must have an M.S.W. degree from a CSWE accredited program, two years of post-MSW practice experience, be different from the current job supervisor; and have no authority over the student's employment. For BA students, the field instructor may have either an M.S.W. or B.A. degree from a CSWE accredited program and also two years of post-baccalaureate or post-MSW practice experience.
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 is concurrently enrolled:
  - a. MSW1: SWRK 280/220/210 and SWRK 281/221/222/211 (foundation practice)
  - b. MSW2: SWRK 282/223/Practice I and SWRK 283/248/ Practice II (specialized practice at multisystem levels)
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 learning opportunities available.

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

Students who are employed in social service/social work agencies may submit an application 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. A student's employment performance evaluation must be at a satisfactory level. During the academic year, students 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 learning opportunities available.

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 – completely differentiating the student's work assignments 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 advanced approval from 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.

Guidelines for Application for Internship in Agency of Employment:

Undergraduate and graduate social work students who are interested in requesting a field placement in their employment agency must complete a written application. Prior to completing the application, be sure to carefully read the department *Policies and Procedures for Use of Student Employment Site as a Field Practicum Setting*. If your employment agency meets all of the minimum requirements for in-agency placement, then you can proceed with the application.

**DUE DATES:** Final, signed applications are due to the Field Coordinator:

**BA and MSW 2:** by the second Friday in April

**MSW1** (part time/prior year cohort): by the second Friday in June

**MSW 1** (full time/new fall cohort): by the second Friday in June.

Applications that are submitted after the due date are not guaranteed to be reviewed. It is the student's responsibility to submit a complete application in a timely manner. Failure to do so will jeopardize your eligibility for an in-agency placement. Students are advised to consult with their employer early in the spring semester and have drafts of their application reviewed by their employers AND the Field Coordinator well before the due date. Apprise the field office of any potential delays (e.g. obtaining final signatures).

The application template is available on the [DSWE website](#). It is organized with the following headers and text boxes to type in the information required. Please present the information in paragraph form and be sure it is clear, well written, and includes all required details.

**Present Job Assignment:** A written description, in paragraph form, of the present job assignment and the specific circumstances of the assignment. This description must include:

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

**Prior Experiences:** If you have worked in other areas of the agency in addition to the present job assignment, include a brief description of those areas/units and the length of time in each, including months and dates. If applicable, identify the unit and/or agency where you have had a prior BA and/or MSW level internship. Provide a brief description of the internship experience, roles undertaken, and skills learned.

**Proposed Internship Experience:** A written description, in paragraph form, of the proposed field

placement assignment and the specific circumstances of the proposed internship. The proposed internship must be clearly differentiated from the job assignment and must meet the curriculum requirements of the program. The description must include:

- Program level (i.e., BA, MSW1, MSW2)
- Proposed work and internship days and hours including planned employment hours and workload modification to accommodate internship hours. Include your anticipated class schedule needs (even if not finalized) and how it will be accommodated. Also address how you will schedule any special seminar attendance requirements you may have (e.g., agency releases you, using personal time). Some designated seminar hours required in programs such as Title IV-E count toward field placement hours. All seminar hours count for BA students who do not have an MSW supervisor and must attend an on-campus supervisory seminar).
- Proposed **M.S.W.** field instructor who has no authority over the student as an employee; Include the email address and phone number of the proposed field instructor and attach a completed Field Instructor Profile form if the person has not previously served as a field instructor for the Department of Social Work Education.
- Employment agreement

### **Signatures**

The typed application must have a minimum of four signatures at the end with signatures indicating approval from the student, the proposed M.S.W. field instructor and the agency administration. Once these signatures are obtained, the application is submitted to the Field Coordinator for review.

**Note:** Students will receive written notification of approval or non-approval of the in-agency application. All students requesting an in-agency placement must be prepared to participate in a regular field placement assignment if the in-agency application is not approved.

### **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. Students review and sign the “Conflict of Interest/Convictions” form acknowledging their understanding of this policy during the field application process.

### **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. 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.**

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.

### **Liability Insurance**

The department requires that students carry liability insurance. This insurance is obtained through the university and the cost is included in student fees.

### **Placing Field Students: Policies and Procedures**

#### **Policies:**

Several program policies relate to the placement of undergraduate social work students in field settings. General policies regarding the placement process and expectations are included in the Student Practicum Agreement. During the initial field interview for the placement process, students read and sign the Student Field Practicum Agreement outlining the Department’s policies on field practicum. The core policies from this form are 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 16 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 280/281 (field placement) concurrently with SWRK 220/221 (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.

The program also has policies for the placement process on conflict of interest and misdemeanor/felony convictions in relation to field placement planning. The conflict of interest and convictions form includes a short paragraph on each content area explaining the legal and ethical considerations for each and how they impact 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).

### *Policy on 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.

### *Policy on Student Support*

In terms of policy related to student and agency support, the department utilizes a clear problem-solving procedure which is reviewed in field orientation, published in the MSW Field Manual, and reinforced by the faculty liaison as problems emerge and need to be addressed. This administrative procedure is also a policy to support professional problem solving and due process. It includes the requirement to develop a Corrective Action Plan when performance is evaluated as needing improvement.

Federal policies related to harassment and students with disabilities are also applicable to monitoring students engaged in field education.

### **Procedures:**

Upon admission into the program, students receive an email with the written guidelines of the above information and an electronic application for field placement. They are directed to the CSUF DSWE website to find the required materials.

The initial, individual field placement interview with the Field Coordinator is scheduled in early spring for the following year. The field placement application is reviewed and discussion occurs

regarding student interests, educational and career goals, and the policies and procedures for participating in assigned agency interviews. All eligible students are assigned to interview at two approved agencies and to report their placement preferences upon completion of the interviews. Agency representatives' complete paperwork for each student interviewed indicating whether the student is acceptable for placement and how many MSW students can be placed at the agency. Some agencies prioritize their student preferences. The Field Coordinator and Assistant Field Coordinator then match the preferences and make agency assignments based on student and agency input as well as agency availability and the educational fit between the student and the agency. Students are informed of their assignment in writing by the end of the spring semester and are provided with instruction for planning to begin internship the next semester.

The placement process for students occurs during the spring semester. The process is as follows:

- a. Meeting with faculty academic advisor or the Graduate Coordinator and review your General Education status. You and your advisor must complete the "Review of Academic Eligibility for SWRK 280" (Field Internship Form) your faculty advisor's signature indicating that you are eligible for field is required.
- b. Complete the SWRK 280/281 application form and make an appointment for a field placement interview in the Social Work office. The application must be typed. The completed SWRK 280/281 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.

For MSW students, the following procedures apply to unsuccessful placement interview and reassignment.

### Unsuccessful Placement Interview

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 reason for denial or refusal of placement, the student's interest, and potential available internship setting(s). If a potential internship cannot be identified, the student will be informed of this and referred to his/her advisor for planning. 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, the student will be referred to his/her advisor. The 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
2. 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.

**Criteria:**

Placements are planned and assigned by the Field Coordinator after considering the criteria of student eligibility, preferences, educational needs, and agency capacity. The eligibility criteria for first year placement are provided in the field course syllabi under Prerequisites:

- Concurrent enrollment in SWRK 223

Permission of the Field Coordinator refers to verification that the student is in good standing, has a 3.0 GPA and has earned a grade of “C” or higher in the practice classes from the fall semester.

## Monitoring Students

The following sections describes our policies, criteria, and procedures for monitoring students in field placements.

**Policies:**

There are program policies related to monitoring students during their field internships. In addition to the assigned time provided to the Field Coordinator and Assistant Field Coordinator for administrative oversight, there is also workload credit for faculty who serve as liaisons to the field practicum students and agencies. Per the Academic Policy Manual section 337, field liaison work is listed in the workload formula as a S-36 class, Supervision of Field Work, and has a .33 WTU (weighted teaching unit) allocation.

In terms of policy related to student and agency support, the department utilizes a clear problem-solving procedure which is reviewed in field orientation, published in the MSW Field Manual, and reinforced by the faculty liaison as problems emerge and need to be addressed. This administrative procedure is also a policy to support professional problem solving and due process. It includes the requirement to develop a Corrective Action Plan when performance is evaluated as needing improvement.

Federal policies related to harassment and students with disabilities mentioned above in detail (under the category placing students) are also applicable to monitoring students engaged in field education. Below these relevant policies in discussed in more detail:

**Procedures**

Faculty field liaisons and students are oriented to the requirements and expectations of field education and the faculty liaison role prior to the start of the internship. Each MSW field student has an assigned social work faculty member who fulfills the role of the faculty field liaison. The Field Coordinator, in consultation with the faculty and the Department Chair, assigns liaisons to students and agencies based on faculty interests and expertise, agency location, and the types of programs provided. It is not unusual for the same faculty member to serve as the liaison to an agency for several years, thus becoming very knowledgeable about the agency, its programs, and personnel. When a new agency is approved as a field site, the Field Coordinator makes every effort to assign a faculty liaison whose interests and expertise match those of the agency.

Faculty liaisons are expected to conduct a minimum of two agency visits each semester to monitor student learning progress. The site visit includes meeting with both the agency field instructor and the student. The liaison serves as the primary link between the Department and the field setting during the student’s field placement. The purpose of the liaison visit is to discuss learning progress, clarify

required learning assignments, and provide support and problem solving as needed.

The first liaison visit occurs early in the semester. It is designed to assess the student's adjustment and orientation to the field setting, orient the field instructor and the student to the curriculum requirements of field education, to assist with the development of the learning agreement and identification of appropriate assignments to meet the learning agreement requirements, and address any questions, issues, or concerns. It is particularly important that the faculty liaison reinforce the curriculum requirements of the field practicum. The liaison thus ensures that appropriate generalist practice experiences are available to complete the required learning agreement assignments and demonstrate the social work competencies.

The learning agreement is a central focus of the criteria for monitoring students. It serves as 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 learning progress. A learning agreement that is clear and relevant will serve as a "road map" for the field placement experience. It is designed to be utilized in weekly supervision with the field instructor and during faculty liaison visits to monitor progress and to ensure that all required generalist learning areas and social work competencies are being addressed.

Because the learning agreement is a critical component of the field practicum, students are encouraged to begin developing it after the first two weeks of placement. The Department utilizes a template format for the learning agreement that specifies minimum assignments to be completed by all undergraduate students. This format provides consistency across field placement sites and ensures that all students address the Social Work Competencies and their components: knowledge, values, skills and cognitive and affective processes. The final learning agreement is due by the end of the fourth week of the semester and must be approved by the social work field instructor, the faculty liaison, and the Field Coordinator.

The second liaison visit occurs in the latter half of the semester. It is designed to review learning progress, discuss the final semester performance evaluation, address any problems, issues or concerns and plan for the next semester. This process is repeated during the second semester with the overall purpose of evaluating learning progress and establishing that a suitable "fit" is being made between theory and practice and that the student is developing beginning generalist professional knowledge and skills at all system levels, as well as demonstrating the social work competencies. Additional faculty liaison contact is also provided as needed to address student or agency concerns or to follow up on a previously identified problem.

Liaison visits and significant phone calls are recorded on the faculty field liaison report form, reviewed by the Field Coordinator, discussed with the faculty liaison and academic advisor if necessary, and archived on the Department web-based server, Intern Placement Tracking. If a Corrective Action Plan is needed, the plan is developed by the faculty liaison in consultation with the student, field instructor and Field Coordinator. It outlines the areas of performance needing improvement, criteria and timeframes for improvement, and the responsibilities of all parties in carrying out the plan. There is frequent, ongoing consultation between faculty liaisons, the Field Coordinator, and the Assistant Field Coordinator.

### **Criteria:**

Faculty field liaisons and students are oriented to the requirements and expectations of field education and the faculty liaison role prior to the start of the internship. Each MSW field student has an assigned social work faculty member who fulfills the role of the faculty field liaison. The Field

Coordinator, in consultation with the faculty and the Department Chair, assigns liaisons to students and agencies based on faculty interests and expertise, agency location, and the types of programs provided. It is not unusual for the same faculty member to serve as the liaison to an agency for several years, thus becoming very knowledgeable about the agency, its programs, and personnel. When a new agency is approved as a field site, the Field Coordinator makes every effort to assign a faculty liaison whose interests and expertise match those of the agency. Faculty liaisons are expected to conduct a minimum of two agency visits each semester to monitor student learning progress.

Field Liaisons conduct a minimum of two site visits a semester, once near the start of the semester and once near the end. The site visit includes meeting with both the agency field instructor and the student. The liaison serves as the primary link between the Department and the field setting during the student's field placement. The purpose of the liaison visit is to discuss learning progress, clarify required generalist learning assignments, and provide support and problem solving as needed.

### **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).

#### **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 280, 281 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 Lisa Kao, 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.

## 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. 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.
- i. 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 there is no consensus about immediately terminating the placement, 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. Documentation of a continued pattern of unsatisfactory student conduct constitutes grounds for dismissal of student from the field site.
- d. If an agency dismisses a student from the internship 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.

## 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 280 and 281, Field Instructed Practice and Field Instructed Practice II, require the student to be in the field 16 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 16 hours per week, except in unusual circumstances for which prior written approval has been obtained from the Field Coordinator.**

Field placement days are assigned by the department for both first and second year students (see the schedule of courses in the Department of Social Work Education). First year students complete 16 hours per week for both the first and second semesters. Second year students complete 21 hours per week for both the third and fourth semesters. Students are expected to adhere to the assigned placement schedule. If there are unusual circumstances which the student and field instructor believe warrant a change, a request for modification of the schedule can be made. Any modification in either the assigned days or hours of field placement must first be approved by the agency field instructor and faculty liaison.

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 200 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.
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 this occurs an "RP (Report in Progress)" 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 apply some field hours in this manner should discuss this plan with their faculty liaison, obtain agreement from their field instructor, and add this to their learning agreement. Activities should address specific topics or experiences that further goals of the student's field education learning plan. No more than 10 of field hours may be earned in such activities each semester. **Please note limited educational seminars related to programs such as Title IV-E count for field internship hours.**
6. Adhering to the hours established for employees of the agency (usually 8:00a.m. to 5:00p.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 and to use their time productively throughout their field days.
7. Developing and adhering to an appropriate time schedule. As a part of his/her professional education, a student is expected 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.

## Winter Session

The Winter Intersession (between the end of the Fall semester and the beginning of the Spring semester) is a period of approximately four weeks. No students are permitted to attend field internship between Christmas and New Year's Day because the University is closed. Between January 2nd and the beginning of the spring semester, the policy covering the Winter Intersession shall be negotiated as follows:

- The student shall meet with the field instructor and the faculty liaison to negotiate the best way to meet the requirements of the Department of Social Work Education, and the needs and requirements of the agency, the student, and the clients. The arrangement should be recorded in the learning agreement or on the winter hours form that must be approved in advance by the Field Coordinator.
- Intersession may or may not be used for field practicum, but in either case this decision will not affect the date of termination determined by the department's academic year calendar. All students are to remain in field until the end of the Spring semester. Any time accrued during Winter Intersession may only be used to make up time missed due to holidays, sick days, etc.
- A maximum of 16 hours per week is permitted during the intersession.

## Academic Standing

All graduate students are required to maintain a minimum grade point average of "B" or 3.0 (See Grade Requirements under [Graduate Studies](#), CSUF General Catalog). Any MSW student whose GPA drops below a 3.0 and/or does not meet practice course prerequisites will not be permitted to enroll in field placement (SWRK 280/281) or the concurrent practice classes (SWRK 210, 211, 220, 221 and 222) until an academic plan has been developed and approved by the Department. Students who do not maintain a 3.0 GPA will be notified of their academic standing (formal or informal academic probation) and will be referred to their faculty advisor for academic planning.

## Academic Adjustment for Students with Disabilities

California State University, Fresno is strongly committed to maintaining an environment that guarantees students with disabilities 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, this includes in field placements. Students who are certified as disabled through CSUF Office of Services to Students with Disabilities are responsible for registering SWRK 280 or SWRK 281 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 following is the CSUF policy on faculty responsibilities:

1. Make known to students that academic accommodations are available based on disabilities and that the Services for Students with Disabilities office is the appropriate entity to begin the process.
2. Provide an environment that is harassment-free in nature and non-discriminatory to the

student with a disability.

3. Keep confidential all information related to a student's disability.
4. Refer a student with a disability who has self-identified to Services for Students with Disabilities, the office designated to provide services in this area.
5. Provide accommodations in the appropriate manner as designated by Services for Students with Disabilities from the time that the disability is made known to the campus. If the student requires classroom accommodations, a letter from Services for Students with Disabilities that specifies the appropriate accommodations will be provided to the faculty member.
6. Ensure that students, based on disability, are not dissuaded from entering into specific fields of study if the student is otherwise qualified for the field or class.
7. Provide the educational experience; the student is responsible for maintaining the acceptable requirements for the class or major.
8. Provide or create Accessible Instructional Materials for all students, faculty, and staff

## 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:
5. 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. Graduate academic and field placement files are destroyed 2 years after completion of the social work program and final 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.



## SECTION 5.

### Training and Field Instruction Policies

The Department of Social Work Education at Fresno State maintains close, reciprocal, and ongoing relationships with field instructors and the practice community in this region. The field education program provides orientation, field instructor training, and continuing dialog with our field settings and field instructors to inform, evaluate and renew classroom and field curriculum. There are several formal and informal mechanisms through which this training and dialog occurs.

#### Orientation

The field education program at Fresno State provides orientation for all new field instructors. These orientation sessions also act as initial training for all new field instructors. They complete a one-time orientation, which is also called 'one time field instructor training' which has been developed by the field office and is available online. The online field instructor orientation training is user-friendly and requires approximately 2 hours to complete. It has five major content modules:

1. Introduction
2. Structure of Field Internship
3. Effective Field Instruction-Learning Styles and Supervision Strategies
4. Feedback and Evaluation
5. Ethical and Legal Issues

There is a post-orientation training quiz that all prospective field instructors complete for verification that they have participated and understood the information provided. Completion of this training results in certification as a field instructor for the MSW social work program at Fresno State.

A follow-up to this initial orientation training is also provided for all new field instructors at the beginning of each academic year. This presentation includes discussion of the structure of field internship, university support, field instructor roles and responsibilities, and tools and resources. Important accreditation and field policies, program procedures and expectations, curricular updates, and training on current topics such as use of technology in field education are all addressed in this. If a field instructor is not able to attend the in-person orientation, a folder from the field orientation including the PowerPoint presentation and handouts, is delivered to them by the faculty liaison or assigned student.

Orientation meetings provide the opportunity for ongoing dialog between faculty and agency field instructors regarding the field program. New field instructor training has also been provided on site at several large county agencies to facilitate higher levels of involvement by agency field instructors. These efforts to regionalize training have been very well received by agency personnel and will be continued.

#### Field Instruction Training

The Department of Social Work Education also provides annual field instructor training which is in addition to field orientations. 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. All field instructors and agency administrators (new and returning) are invited to participate and are

provided with training and recognition for their efforts as field instructors during the academic year. Important, field-related topics are covered each year. Recent topics have included: COVID-19 Challenges in Practice and Field - Lessons Learned Moving Forward; The Value of Meaningful Supervision and the Impact on Clients; Working with Difference; and Strategies for Effective Evaluation of Student Performance in Field. The gathering of diverse field instructors, agency supervisors, and administrators for training also allows for formal and informal exchange of information and feedback about field education at Fresno State and its fit with community needs.

### Continuing Dialogue with Field Settings and Field Instructors

Program and curriculum renewal is informed by dialogue with community constituents, especially those who partner with our program regularly in providing field instruction. The MSW curriculum was “refreshed” several years ago, and the process included important curriculum updates. Among the updates was the development of new MSW learning agreements. The faculty worked collaboratively in field sequence meetings to draft learning agreement assignments to meet CSWE competencies and the knowledge, values, skills, and cognitive and affective processes for the competencies.

Once the drafts were completed, a convening was held on campus with community field instructors to solicit their input on the drafts. An overview of CSWE competencies and requirements was provided and tables were set up for each CSWE competency. Small group work ensued at each table with participants rotating to 3 different tables over the course of the event. One or more faculty members were present at each table and facilitated discussion and recorded the feedback from agency field instructors. Suggestions were then shared and discussed in the large group and used to revise and finalize the learning agreements for adoption the following academic year. This process provided valuable input from the practice perspective and the field education settings and facilitated buy-in from our agency partners.

Another formal mechanism through which field instructors are invited to participate in providing input and direction to the field sequence is through service to the University. The Department Field Review and Certification Committee serves as an advisory function to the field sequence and provides another means for practice community involvement in curriculum development and evaluation. In addition to social work faculty, there are a minimum of three agency field instructors who serve on this committee and provide direct input into field curriculum matters. These agency representatives have played an integral role in recent revisions in field education curriculum as well as review and certification of agency applications to become field placement settings.

Continuing dialogue with field instructors and field settings also occurs in the delivery of the faculty liaison role. Faculty visit each student and field instructor twice each semester. The primary purpose of these visits is to oversee the learning experience and ensure that program competencies are being addressed through the learning agreement. Student learning progress and performance are also assessed through regular dialogue with the field instructor, student, and agency administration.

Finally, faculty interact with members of the practice community on a regular basis through community service as agency board members, participants in agency collaboratives and professional meetings, and presenters at professional conferences. These contacts provide informal opportunities for members of the practice community to provide feedback and suggestions regarding the currency and relevance of the social work curriculum as well as suggestions regarding the structure and

delivery of the curriculum.

The Field Coordinator maintains continuous contact with field settings and field instructors through phone calls, emails, orientations and trainings. The Field Coordinator also makes periodic visits to agencies throughout the region to discuss problems and concerns and to strategize regarding meeting the needs of agencies while also upholding the curriculum requirements of the field sequence. These visits allow for valued exchanges of information which is brought to the Department to inform program renewal.

### Semester Breaks

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

### 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 student or employee status. The CSU Policy Nondiscrimination Policy is outlined in the Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking and Retaliation. The Policy Prohibits following set of conduct:

Article II. Prohibited Conduct Covered Under this Policy: The CSU prohibits the following conduct, as defined in Article VII.

- Discrimination based on any Protected Status: i.e., Age, Disability (physical and mental), Gender (or sex, including sex stereotyping), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color, caste, or ancestry), Religion (or religious creed), Sexual Orientation, and Veteran or Military Status.
- Harassment based on any Protected Status.
- Sexual Harassment, including hostile environment and quid pro quo ("this for that").
- Dating Violence, Domestic Violence, Sexual Exploitation and Stalking.
- Sexual Misconduct.
- Prohibited Consensual Relationships.
- Retaliation for exercising rights under this Nondiscrimination Policy, opposing conduct that a person believes in good faith is Discrimination or Harassment because of a Protected Status, or for participating, in any manner, in any related investigation or proceeding.

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: <https://president.fresnostate.edu/titleix-implementation/resources.html>

## SECTION 6: Rights, Responsibilities and Due Process Procedures

### 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 assignments in the field setting.
5. Have the opportunity to examine interrelationships between theoretical knowledge and actual social work practice.
6. Actively participate in the formal evaluation process, and receive ongoing 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. Uses the field instruction program as an opportunity to enrich and extend the whole curriculum; all prerequisites should be met prior to requesting an internship. Graduate students must have a 3.0 GPA in the MSW program to participate in the field instruction program and concurrent practice classes. (Waived for students in the first semester in the MSW program.)
2. Assume professional responsibility and appropriate accountability for assigned client services and other agency activities.
3. Prepare a field learning agreement for the field instructor's and faculty liaison's review and revise it as necessary.
4. Participate in weekly supervisory conferences for one hour per week with the field instructor, prepare an agenda, select, record, or present material representative of work, share reactions to all questions about the field experience and advise the field instructor of new learning needs.
5. Participate in selected agency activities (e.g., staff meetings, conferences, in-service training, committee work) when these are not in conflict with campus-based courses, seminars, or other academic commitments.
6. 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.
7. Use the department's field and academic calendar to schedule time within the agency.
8. Maintain the university schedule with regard to national and state holidays, as outlined in the field calendar.

9. Will contact his/her faculty liaison immediately in the event of difficulty or of an emergency necessitating absence, leave of absence or premature termination from the internship. Absence for more than one week must be reported to the Field Coordinator immediately (see section 4).
10. Will change their learning agreement as needed using the procedure outlined in this manual.
11. Can expect that the field practicum will provide the learning experiences sought, as described elsewhere in the manual.
12. Will participate in evaluation of own performance and provide input for evaluation of the agency as a field practicum and of the field instructor.
13. Will follow steps in the directions provided in obtaining a field placement or negotiating an “in-agency” internship.
14. Will follow the standards expected for agency employees at their field placement. This includes professional dress and appearance, keeping up- to-date records of hours, assignments or in progress, case records and charting, completion of any required administrative responsibilities. completed
15. Obtain agency approval for the use of any case material or records outside of the agency and maintain accepted standards of confidentiality.
16. Share all course syllabi with the field instructor and inform the field instructor in a timely manner of classroom assignments that relate to field instruction, sharing material when relevant.
17. Make known to the Field Coordinator and Department Chair any personal issues or situations which would, if the student were placed in a particular agency or with a specific population group, pose a conflict of interest or be in violation of the law governing the delivery of human services.

## Student Recourse and Due Process

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 the 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 a 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, 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 MSW 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 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, he/she 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 & 9) outlining 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 9.
4. The faculty liaison will immediately call a three-way meeting to discuss the performance concerns and facilitate development of a Corrective Action Plan to assure understanding of performance expectations and the timeframe for improvement.
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 4 of this manual, **including the grounds for dismissal of a student from the field placement agency and possibly the social work program**

### Dismissal

Finally, the program has policies and criteria related to academic and non-academic dismissal which are part of monitoring student performance in field.

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 280/281 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 (4 = Exceeds Expected Outcomes and 3 = Meets Expected Outcomes) 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 280/281, 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 280/281. Students who are unable to satisfactorily complete the field internship, SWRK 280/281, 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 280/281, 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 7.

# The Learning Agreement and Field Assignments

### Introduction

The learning agreement is a written understanding between 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 learning progress. The learning agreement can also serve as the basis for resolving any disagreements that may arise concerning the field placement experience.

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

The first year of field placement is one part of the first-year foundation curriculum of the MSW program. The concurrent field placement model is designed to provide the opportunity for students to apply foundation classroom theory (systems, empowerment, learning and conflict theories) as well as knowledge and skill to foundation practice at multiple systems levels.

As such, the learning agreement reflects the required foundation content for all MSW1 students in the nine competency areas required of all accredited social work programs. Specific assignments are listed and are to be completed by all MSW1 students. Those assignments that are supported by content from the concurrent practice classes, SWRK 210, 211, 220, 221 and 222, are included in this section to facilitate the integration of class and field.

The learning agreement template is housed on IPT (Intern Placement Tracking) which is a web-based platform for field documents. It 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 may not earn credit for internship hours when learning agreements are overdue by more than 2 weeks. MSW1 students are required to complete the first semester learning agreement, SWRK 280, and the second semester learning agreement, SWRK 281, using the format in parts C and E of this section of the manual. Both learning agreements include the following components.

1. Semester – Include the year in which you are enrolled in SWRK 280 or SWRK 281.
2. Student Information – Include all of the information indicated on the learning agreement template. The field placement schedule listed should be in accordance with the Department of Social Work Education assignment of 16 hours per week normally on Tuesdays and Thursdays. Also, be sure to include the proposed winter break schedule, if any, that has been agreed upon between you, the field instructor, and the faculty liaison (see Section 4 of this manual for the policy on Winter Session).
3. Agency Information – Include all of the agency related information on the learning agreement template. Include the name of the non-MSW agency supervisor only if you are placed in a setting under the direct supervision of a non-MSW.
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 and signed by the Field Coordinator.
5. Field Supervision – Record the specific information about your MSW field instructor 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 MSW 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 under the 9 competency areas. The assignments listed are required for all MSW1 students and are expected to be satisfactorily completed by the end of the semester. Those assignments that are supported by content from SWRK 220, 221 or 222 are included in this section of the manual.
8. What the Agency Agrees to provide – Include additional items under “Other” and be certain that the field instructor initials each item.



Social Work Education

**SWRK 280 LEARNING AGREEMENT  
Fall Semester**

**Student Information:**

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FIRST NAME	MIDDLE INITIAL	LAST NAME
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STREET ADDRESS	CITY	ZIP CODE
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PREFERRED PHONE NUMBER	CAMPUS E MAIL ADDRESS
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FIELD PLACEMENT SCHEDULE	WINTER BREAK SCHEDULE
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ACADEMIC ADVISOR	PHONE	E MAIL ADDRESS
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**Agency Information:**

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AGENCY NAME

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STREET ADDRESS	CITY	ZIP CODE
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FIELD INSTRUCTOR (M.S.W.)	PHONE	E MAIL ADDRESS
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AGENCY SUPERVISOR (non-M.S.W.)	PHONE	E MAIL ADDRESS
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FACULTY LIAISON	PHONE	E MAIL ADDRESS
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**Field Supervision:**

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DAY AND TIME OF SUPERVISION

Format (Minimum Requirement: 1 hour per week – individual)

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NAME OF BACKUP EMERGENCY SUPERVISOR OR PLAN

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RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

## Agency Overview:

BRIEFLY DESCRIBE THE AGENCY'S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE

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<b>Competency 1: Demonstrate Ethical &amp; Professional Behavior</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>
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 the ethical decision making process you applied to address a current or potential ethical dilemma in your field practice.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Complete a written process recording** that includes use of reflection and self-regulation to effectively manage personal values.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Attend internship according to established schedule and demonstrate professionalism in behavior, appearance and oral, written and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.	Complete electronic communication and documentation for internship that complies with agency requirements, the NASW Code of Ethics, and DSWE social media policies.**
5. Use supervision and consultation to guide professional judgment and behavior.	Prepare for and participate actively and responsibly in weekly supervision, seeking feedback to guide professional judgment and behavior.
<b>Competency 2: Engage Diversity and Difference in Practice</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>
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.	Apply and communicate understanding of cultural norms and values and their effect(s) on clients/consumers at the micro and mezzo levels of practice. Process in supervision.
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Complete a minimum of one ethnographic interview** and discuss 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 your personal beliefs and values regarding client and staff cultural diversity (i.e. age, gender, race, religion, orientation, ability, etc.). Explore in supervision the influence of your beliefs and values on your interaction with others.
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	Research social, economic and environmental justice issues. Using the information gathered, identify an issue that impacts clients/consumers served by your field agency. Discuss implications for practice in supervision.
2. Engage in practices that advance social, economic, and environmental justice.	Participate in one macro level activity to advocate for social, economic and environmental justice and discuss in supervision (i.e. client advocacy, draft a social media post for the agency's platform).

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>
1. Use practice experience and theory to inform scientific inquiry and research.	Gather outcome information based on services provided and discuss practice implications in supervision.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings AND	Identify and analyze foundation level evidence-based practice methods that are utilized within the agency/population served. Select two interventions to use in your field practice and discuss with field instructor.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	
<b>Competency 5: Engage in Policy Practice</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services AND	Conduct an observation of the entry point at your field placement agency** (e.g. waiting area/intake process). Identify social and economic policies impacting service delivery and access. Discuss in supervision.
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.	Track legislative initiatives relevant to your agency's client population. Create a fact sheet to educate others about the importance of the initiative. Discuss distribution of the fact sheet with your field instructor.
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Engage with a minimum of 3-5 clients/consumers. Identify knowledge you applied in effectively engaging with them (i.e. knowledge of human behavior, person-in-environment, barriers, etc.). Discuss in supervision insights learned.
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Complete a minimum of two written process recordings** from your work with diverse clients/constituents. Identify the strategies and skills used to effectively engage, including how barriers were addressed.
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND	Complete a minimum of 2 written assessments using agency format or the DSWE assessment template from the MSW 1 Field manual**. Present the assessments in supervision for feedback.
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 initial organizational description and assessment of the placement agency using guidelines** from the MSW 1 Field manual
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Complete a minimum of 2 written service plans in collaboration with clients/consumers that maximize strengths, consider diversity factors, and 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.	Identify professionally and culturally appropriate interventions to be provided as part of a mutually agreed upon service plan.

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

<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND	Implement relevant foundation level practice interventions at the micro, mezzo and macro levels and discuss effectiveness in weekly supervision
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;	Participate in planning/decision-making processes with professionals from related disciplines to develop skills in inter-professional collaboration (i.e. MDT, TDM, SST).
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Negotiate, mediate and advocate at a minimum of 2 system levels on behalf of diverse agency clients and constituents.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Engage in transition and/or termination planning to support progress and to provide effective closure with clients/constituents/colleagues. Link to resources as appropriate.

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

<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>
1. Select and use appropriate methods for evaluation of outcomes; AND	Identify and discuss in supervision the tools used by the agency to assess the effectiveness of its services.  Apply one of the identified agency tools to evaluate your practice with a client/consumer. Discuss in supervision.  Meet with 3 agency representatives to gather evaluative information on agency services. Discuss your findings in supervision and the implications for program planning.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; AND	
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.	

**The Agency Agrees to Provide:**

1. Appropriate learning assignments as required for SWRK 280.
2. A minimum of one hour of weekly supervision with the M.S.W. field instructor.
3. Adequate space and resources to complete agency related assignments.
4. Other:

**Field Instructor Initials:**

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signatures:**

STUDENT SIGNATURE	DATE
M.S.W. FIELD INSTRUCTOR SIGNATURE	DATE
FACULTY LIAISON SIGNATURE	DATE
FIELD COORDINATOR SIGNATURE	DATE

## SWRK 281 (Spring) Learning Agreement



Social Work Education

### **SWRK 281 LEARNING AGREEMENT Spring Semester**

#### **STUDENT INFORMATION**

FIRST NAME	MIDDLE INITIAL	LAST NAME
STREET ADDRESS	CITY	ZIP CODE
PREFERRED PHONE NUMBER	CAMPUS E-MAIL ADDRESS	
FIELD PLACEMENT SCHEDULE	WINTER BREAK SCHEDULE	
ACADEMIC ADVISOR	PHONE	E MAIL ADDRESS

#### **AGENCY INFORMATION**

AGENCY NAME		
STREET ADDRESS	CITY	ZIP CODE
FIELD INSTRUCTOR (M.S.W.)	PHONE	E MAIL ADDRESS
FACULTY LIAISON	PHONE	E MAIL ADDRESS

#### **FIELD SUPERVISION**

\_\_\_\_\_  
DAY AND TIME OF SUPERVISION

\_\_\_\_\_  
FORMAT ( MINIMUM REQUIREMENT - 1 HOUR PER INDIVIDUAL )

\_\_\_\_\_  
NAME OF BACKUP – EMERGENCY SUPERVISOR OR PLAN

\_\_\_\_\_  
RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

#### **AGENCY OVERVIEW**

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

<b>Competency 1: Demonstrate Ethical &amp; Professional Behavior</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>
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.	Prepare and present for discussion in supervision an ethical decision-making issue raised in one of your practice assignments.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Discuss in supervision 2 learning experiences in which "professional use of self" and setting professional boundaries were applied in practice.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Continue to attend internship as scheduled and demonstrate increasing professionalism in behavior, appearance and oral, written and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.	Discuss in supervision the impact of relevant policies such as HIPAA and legal/ethical issues as they relate to the use of technology in facilitating practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.	Continue to prepare for weekly supervision and take responsibility to articulate learning needs, be open to learning, and use feedback to enhance professional development.
<b>Competency 2: Engage Diversity and Difference in Practice</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>
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	Apply and communicate understanding of the effect(s) of diversity, difference and intersectionality on clients/consumers and/or colleagues at the micro, mezzo and macro levels of practice.
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences	Complete a minimum of one ethnographic interview** and discuss in supervision how you utilized cultural humility in conducting the interview.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Identify and present in supervision and field seminar at least 2 strategies utilized for developing self-awareness and managing personal values, biases and countertransference with diverse clients and constituents.
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels	Provide agency approved information on a relevant community or legislative matter that has human rights implications for the agencies service population (e.g. flyer, website posting, community forum).
2. Engage in practices that advance social, economic, and environmental justice.	Participate in one macro level activity to advocate for social, economic and environmental justice (e.g. attend a public hearing, write a letter to an elected representative).
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>
1. Use practice experience and theory to inform scientific inquiry and research.	Identify an unmet service need in your field agency based on your practice experience as an intern. Discuss the practice implications in supervision.
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.	Review available agency data on program outcomes (i.e. annual reports, accountability reports, etc.). Formulate 2 recommendations to improve practice, policy and/or service delivery based on your assessment of the data. Present your recommendations to your field instructor.
<b>Competency 5: Engage in Policy Practice</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>
1. Identify social policy at the local, state, and federal level that impacts	Analyze one local, one state, and one federal policy that apply to



well-being, service delivery, and access to social services AND 2. Assess how social welfare and economic policies impact the delivery of and access to social services.	the services offered at your field agency. Identify their impact on delivery and access to services for clients/consumers. Discuss 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 policy recommendation that addresses an identified social justice issue for clients/consumers of your field agency. Discuss next steps in supervision.
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Identify 3 theoretical frameworks** that you have applied in engaging diverse clients/consumers and professionals. Discuss their effectiveness in supervision.
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Continue to use empathy, reflection, and interpersonal skills to engage with at least 2 new clients/consumers, at least one being culturally different from self.
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>
3. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND	Complete a minimum of 2 foundation multidimensional assessments utilizing two different assessment frameworks** (DSM 5, P-I-E, SOP).
4. 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 a community map** of your field placement service area.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Complete a minimum of 2 culturally relevant service/action plans with clients/consumers that address identified needs.
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Develop a list of at least 6 (total) foundation intervention strategies at the micro, mezzo and macro levels used at your placement. Select appropriate intervention strategies from the list based on your assessment.
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>
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 foundation social work interventions applicable at all systems levels to achieve practice goals. Discuss in supervision the application of human behavior theories. Observe the dynamics of a group meeting in the placement agency.** Discuss findings in supervision.
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Collaborate with at least 2 non-social work professionals in support of meeting the identified needs of clients/consumers.
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Participate in multidisciplinary meetings in which you advocate on behalf of diverse clients/consumers
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Continue to engage in transition and/or termination planning as needed to support client/consumer progress. Provide linkage to resources as appropriate.
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations &amp; Communities</b>	
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>
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; AND 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.	Conduct an evaluation of your practice at the micro level using an appropriate method (i.e. pre-test, post-test). Apply your findings to improve your practice. Meet with 3 representatives of a group or community to gather evaluative information on agency services. Discuss your findings in supervision and the implications for program planning.

**The Agency Agrees to Provide:**

1. Appropriate learning assignments as required for SWRK 281.
2. A minimum of one hour of weekly supervision with the M.S.W. field instructor.
3. Adequate space and resources to complete agency related assignments.
4. Other:

**Field Instructor Initials:**

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**Signatures:**

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STUDENT SIGNATURE	DATE
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M.S.W. FIELD INSTRUCTOR SIGNATURE	DATE
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FACULTY LIAISON SIGNATURE	DATE
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FIELD COORDINATOR SIGNATURE	DATE
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## Supporting Information for SWRK 280 Learning Agreement Assignments (Fall):

### 1. Process Recording

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

Format:

<b>Supervisor's Comments</b>	<b>Dialogue</b>	<b>Student's Gut Level Feelings</b>
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.	The recorder puts down any feelings he was aware of as the dialogue was taking place. For example, "I felt anxious."
<b>EXAMPLE:</b>		
I'm sure your being more comfortable affected the 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 than 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.	

<p>What are the four kids doing while you all are talking?</p>	<p>Sister: I think she out to go ahead and get one.</p> <p>W: Where is your husband now?</p> <p>Mrs. B.: In Puerto Rico.</p> <p>W: What jail is he going to?</p> <p>Mrs. B: I don't know.</p>	
<p>Your bias is showing (for her to get the divorce!)</p>	<p>W: Would transportation to Legal Aid be a problem – if so, I'll be glad to take you.</p> <p>Sister: The car wouldn't be a problem-we've all got the family car.</p>	
<p>She should know if she's filed before.</p>	<p>Mrs. B: How much would the divorce cost me?</p> <p>W: I'm not real sure- probably nothing or maybe just a small amount. I'll check on it for you</p> <p>Mrs. B.: OK. I've filed for divorce once before.</p>	
<p>I wonder if she filed thru Legal Aid?</p>	<p>W. When did you file?</p> <p>Mrs. B: Back in 1973.</p> <p>W: Well, whatever happened?</p>	<p>I feel like I'm getting somewhere-not far, but somewhere.</p>

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.

## 2. SWRK 280 Field Assignment on Ethnographic Interviewing

Goal: Deepened understanding and empathy (not advice-giving or problem-solving)

*Conduct one ethnographic interview with a client, referring to resource material from SWRK 220 and the following guidelines:*

1. Set the stage: Set the tone with friendly conversation; state the explicit purpose and goal of the interview.
2. Express ignorance: Acknowledge lack of knowledge about client's culture (or other lived experience) and desire to learn from client.
3. Ask open-ended questions: Prepare ahead of time. Focus on client's perception of how his/her community regards problem or issue; group norms and help-seeking, problem-solving patterns. How does client relate to these patterns?
4. Follow up with open-ended questions, using cover terms: Use language frequently used by client.
5. Use descriptors: Follow up on cover terms by asking client to describe what they mean. Examples: *space questions* (physical setting of client's world); *time questions* (sequence of activities in social relationships); *actor questions* (who people are in relationships and their titles); *evaluation questions* (ask client to evaluate people or things mentioned factually); *example questions* (example of single action or event); *experience questions* (ask client to describe experiences in particular setting); *language questions: hypothetical* (role play interactive situation in client's world); *typical sentence* (ask client to take a cover term and use it in a typical way).

*Write up a summary of the interview, illustrating your use of steps 1 through 5, above. Include your feelings and reactions. Discuss with supervisor.*

## 3. SWRK 280 – Accessing Agency Services

Conduct an observation at your field placement agency to assess the following components of client access to agency services. Use at least five of the following criteria:

1. Wait time for service (in waiting area; length of time between application and first provision of service).
2. Social stigma, if any, associated with applying for the service.
3. Clarity and restrictiveness of eligibility requirements. Does the agency serve all in need, refuse services to some groups of people, or refer prospective clients elsewhere.
4. Complexity and length of application. Documentation required (if any) to be submitted with application.
5. Accessibility for people with disabilities (both physical accessibility and availability of special services such as interpreters for the deaf or Braille translations of documents).
6. Transportation (availability of parking and public transportation; urban/rural location; access from highways and main roads).
7. Hours of operation. How are these hours likely to affect specific groups of clientele (for example, working people, families with children, etc.).
8. Costs (service fees and whether clientele are likely to need to spend own funds to produce documents or otherwise obtain service).
9. Language. Are documents available in languages other than English? Are workers who speak languages other than English available to serve clients? Does the organization rely on translators to provide service?
10. Do services appear to be culturally appropriate? (Hint: you will need to define cultural appropriateness for specific groups in order to address this question). Make a recommendation to your field supervisor about how the agency can improve access in at least one of these areas.

#### 4. Psychosocial Assessment Form



Social Work Education

CALIFORNIA STATE UNIVERSITY, FRESNO  
Department of Social Work Education

### **Psychosocial Assessment Form**

#### **Identifying Information**

Name:  Date:

Gender:  Male  Female  Nonbinary  Decline to answer

Ethnicity:  Age:

Occupation:  Primary Language:

Relationship Status:  Single  Married  Divorced: Other:

Lives with:

#### **Referral/Presenting Problem(s)/Concern(s)**

Referral Source:

Reason for Referral:

#### **History of Presenting Problem(s)/Concern(s)**

Summary of History:

**Current Functioning(complete all applicable areas):**

Strengths:

School/Occupational Adjustment:

Social Adjustment:

Emotional Adjustment:

Health (include relevant medical history)

**Family and Support System Information**

Family in the Household:

Extended Family and/or Support Systems:

Summary of Family Interaction:

## Community Context

Home and Neighborhood Environment:

Relationship with relevant macro systems (schools, workforce, public agencies, etc.):

Additional Information:

## SOCIAL WORK SERVICE PLAN

Name:

Date of Plan:

Gender:  Male  Female  Nonbinary  Decline to answer

Age:

MSW Intern:

Identified Needs:

1.

2.

3.

4.



Intervention Goals:

1.

2.

3.

4.

5.

Service Plan: (Include modality, intervention method, and frequency for each services)

1.

2.

3.

4.

5.

## 5. SWRK 280 Organizational Assessment of Placement Agency

Developing clarity about the social work role and purpose in your field placement agency setting requires understanding how your agency functions. It is helpful to gather information from many different sources in your process of learning about your agency (e.g., other students, staff, field faculty, agency literature, etc.). You may want to speak with other professionals within the agency as a way to gather the needed information. The process of gathering and assessing this information, as well as discussing it in supervision, is one of the required assignments in the SWRK 280 learning agreement.

- I. Name of agency:
- II. Type of Field of Practice (e.g., mental health, health, family and children's services, corrections/forensic, etc.):
- III. Describe the following:
  - Brief description of the agency setting, (e.g., hospital, rural/urban, department of adoptions, child protective services, etc.)
  - Organizational Auspices: Is the organization a public agency, a nonprofit organization, or a for-profit (private business) organization
  - Location
  - Service Area: Does the agency serve the surrounding community, a portion of a city or town, the entire city or town, the county, or an entire region.
  - Access to public transportation, parking, etc.
  - Ambience of the reception area
- IV. Describe the following:
  - What is the philosophy of the agency?
  - What assumptions does it hold regarding their client population?
  - What values are reflected in the services to clients in the agency?
- V. Describe the following about the agency purpose:
  - What are the agency's specific, identified goals and objectives?
  - What is the mission statement?
  - Is this information readily available?
  - In what form is it available (e.g., brochure, policy manual)?
  - If it is not available, what did you do to gather the needed information?
  - What is the role of social workers in this agency?
- VI. Describe the following regarding services:
  - What services are provided to what populations (identify)?
  - What geographical areas are served?
  - How services are provided (e.g., free for eligible applicants; fee for service, sliding scale fee)?
  - Describe service accessibility and availability to culturally diverse clients/consumers.

## Supporting Information for SWRK 281 Learning Agreement Assignments (Spring)

### **1. SWRK 281 Field Assignment on Ethnographic Interviewing**

Goal: Deepened understanding and empathy (not advice-giving or problem-solving)

*Conduct one ethnographic interview with a client, referring to resource material from SWRK 220 and the following guidelines:*

1. Set the stage: Set the tone with friendly conversation; state the explicit purpose and goal of the interview.
2. Express ignorance: Acknowledge lack of knowledge about client's culture (or other lived experience) and desire to learn from client.
3. Ask open-ended questions: Prepare ahead of time. Focus on client's perception of how his/her community regards problem or issue; group norms and help-seeking, problem-solving patterns. How does client relate to these patterns?
4. Follow up with open-ended questions, using cover terms: Use language frequently used by client.
5. Use descriptors: Follow up on cover terms by asking client to describe what they mean. Examples: *space questions* (physical setting of client's world); *time questions* (sequence of activities in social relationships); *actor questions* (who people are in relationships and their titles); *evaluation questions* (ask client to evaluate people or things mentioned factually); *example questions* (example of single action or event); *experience questions* (ask client to describe experiences in particular setting); *language questions: hypothetical* (role play interactive situation in client's world); *typical sentence* (ask client to take a cover term and use it in a typical way).

*Write up a summary of the interview, illustrating your use of steps 1 through 5, above. Include your feelings and reactions. Discuss with supervisor.*

### **2. SWRK 281 Field Assignment: Providing Foundation Social Work Services Using Selected Theoretical Frameworks**

Provide foundation social work services to diverse clients/consumers using selected theoretical frameworks and practice skills from SWRK 221.

**Goal:** Foundation practice in linking theory to practice with individuals.

1. Select from the following theoretical approaches:
  - a) systems
  - b) strengths/empowerment
  - c) learning theories, (i.e. operant learning theory; social learning theory)
  - d) cognitive behavioral theory
  - e) conflict theory
  - f) attachment theory
  - g) psychodynamic theory
  - h) trauma theory

2. After discussing with your supervisor, and utilizing material from SWRK 221, plan the use of three of these theoretical models of practice with selected individual clients.
3. Discuss the results of your intervention in supervision, including the following:
  - a. Your rationale for the appropriate use of the particular theoretical orientation with the particular client (match between client's problems and needs and theory selected).
  - b. Your experience with use of theory in practice, and client's response.
  - c. Your assessment of the strengths and weaknesses of this approach for the client.
  - d. Your goals for further professional growth in application of theory to practice.
4. Discuss with your supervisor.

### **3. SWRK 281 Field Assignment on Assessment Frameworks**

Complete a minimum of two foundation multi-dimensional assessments, utilizing 2 different assessment models from SWRK 221.

Goal: Foundation skill in applying assessment tools with clients

#### **DSM-5**

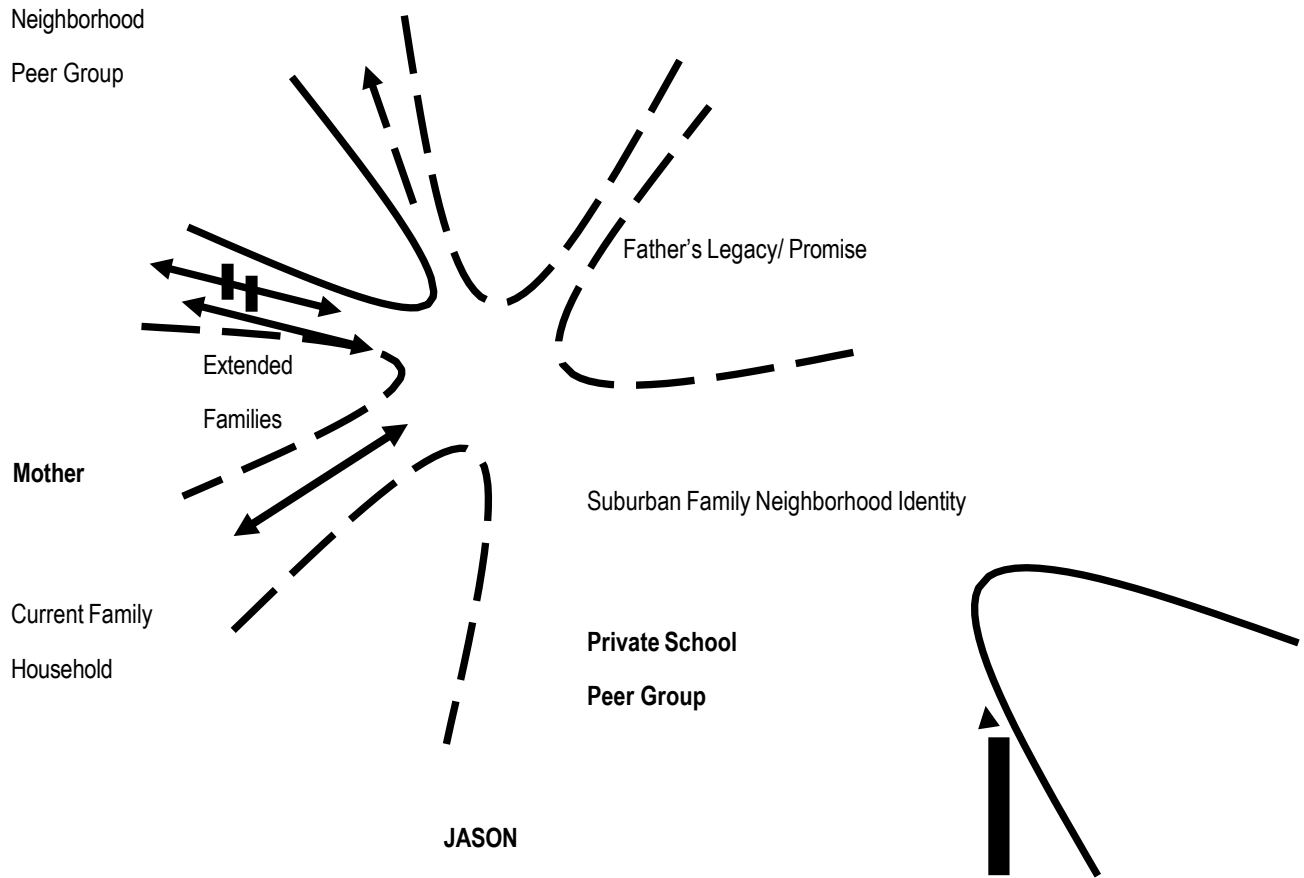
1. Select one client/consumer from your fieldwork placement.
2. Write a brief paragraph describing client's demographic information and reason for relationship with agency.
3. Using DSM-5, diagnose the client, using a multidimensional diagnostic approach.
4. Write one paragraph, illustrating how your client met criteria for the diagnosis given, referring to criteria listed in DSM-5.
5. Describe in writing at least three ways you would use this diagnostic understanding of client to formulate an intervention plan from an empowerment, strengths perspective.
6. Describe in writing at least one macro policy/agency administrative issue related to this diagnosis.
7. Discuss with your supervisor.

### **P.I.E. (Person-in-Environment)**

1. Review Person-in-Environment System article and Mini-PIE instrument handed out in SWRK 221.
2. Write a brief paragraph describing client's demographic information and reason for relationship with agency.
3. Guided by the four factors in the PIE system (Factor I: Social Relationships; Factor II: Problems Outside the Individual; Factor III: Psychopathology – DSM-5 Diagnoses; Factor IV: Medical Diagnosis and Source), conduct assessment interview(s) with client.
4. Using Mini-PIE reporting and coding form, write up your assessment of the client.
5. Describe in writing at least three ways you would use this assessment of your client to formulate an intervention plan from an empowerment, strengths perspective.
6. Describe in writing at least one macro policy/agency administrative issue related to this assessment.
7. Discuss with your supervisor.

#### 4. SWRK 281 Community Mapping Assignment

1. Collect data for the community served by your field agency and obtain a community map. Social media and various websites are good sources of information. “American Fact-Finder” on the U.S. Census Bureau website provides good maps of local neighborhood – broken down into census tracts or individual blocks. These maps show physical boundaries of the communities and can be set up to indicate specific characteristics of community residents. You can just enter the address of your field agency to obtain a map. You can also ask your field supervisor, other agency representatives, or community residents for help in finding an appropriate map. Agencies such as the California Department of Health sometimes create and publish maps to indicate the location of people in need in communities. The census website is: <http://www.census.gov> and you may be able to search the web for additional maps. Do these maps indicate any physical barriers that might serve to keep people apart? Do the census maps indicate that specific population groups or people with certain problems are concentrated in certain areas of the community?
2. In addition to a map, use the U.S. Census website or other data sources to obtain the following information:
  - Percentage of Children Under 18
  - Median Family Income
  - Percentage of People with Incomes below the Poverty Line
  - Ethnic Composition of the Community
3. Getting to know the area and its residents: Drive around the area to get an impression of buildings, social interaction, businesses that characterize the neighborhood. Describe your observations. Does the community seem to be thriving or appear disorganized/unsafe? Describe your rationale for your response. What are your general impressions of the neighborhood?
4. Identify the community’s strengths and assets. Working by yourself or with a group of clients or community residents, create a map of community assets or resources that can be used to address these problems. You can use the format included here (beginning on the next page) or another community mapping tool such as the one found at : <https://www.communitycommons.org/collections/Maps-and-Data>. Assets could include: community agencies, churches, recreational facilities, businesses, block clubs, and community leaders. Identify healthy businesses, homes in good repair, social clubs, churches/synagogues/temples and other strengths observed. These assets could provide such things as food, shelter, or services for community residents, referrals for assistance, volunteers, political activists, skills, transportation, and meeting space.
5. Other. You may want to supplement your work with pictures of specific aspects of the community or a map that indicates the location of assets.



**Coach Team Members**

**Current Inner-City Apartment Complex**

Current Urban Peer Group		Rigid Boundary
Multicultural Community Peer Group		Open Boundary
<b>Symbol Key</b>		Diffuse Boundary
		Conflictual Relationship
		Affiliation
		Unidirectional Relationship

1. Place client/constituent in the circle; represent the self anyway that client/constituent chooses. Examples of different types of representation might be:
  - [Name]
  - Me
  - I/We (sense of feeling connected v. isolated, e.g. in past, present, socially)
  - Low self esteem
  - Senior Adult
  - Young Adult
  - Adolescent
  - Establishing New Identity
  - Survivor
  - Immigrant
  - Determined, optimistic, hopeful
2. Write in facets of community such as family ties, add any other persons, groups, ideas, that are important or influential in his/her life (e.g., employment, neighbors, school, mentor). Examples include:
  - Friends, Former friends
  - Financial difficulties
  - Children, e.g., youngest daughter
  - Children, living at a distance
  - Therapist (physical, mental, rehab), physician
  - Family legacies and dynamics
  - Religious affiliation
  - Coach/Team members
  - Classmates
  - Father's legacy/Mother's legacy
  - Childhood neighborhood
  - Spouse
  - Parents' divorce/separation
  - Threats or history of violence and/or abuse
  - Literature
  - Music
  - Art
  - Exercise
3. Draw lines to connect those groups or individuals; choose different kinds of lines to demonstrate the unique kinds of relationships as depicted below:
  - If your relationship is primarily unidirectional, insert arrows to indicate the direction of influence
  - Add significant events, influences, ideas in his/her life. For example, it could be a family member's illness, feeling different in the community (e.g., the only Latina, Asian, African American), significant ideas/ experiences in childhood.



During or after the development of the community genogram, discuss what you found, what stands out for the client/constituent. Explore the following:

- Have you had the support that you needed in your past or present?
- Who/where was the support? What feelings did presence or lack of support create in you as you reflect on this?
- How has your support changed over time (e.g., sources, access)?
- What about places where you would have liked support and it wasn't there?
- What does this say about what you want or don't want in your life?
- How does the presence or lack of support, life events, influential ideas and their consequences in your life support you as well as challenge/motivate you?
- How did these challenges promote growth, initiative?

(Modified from Rigazio-DiGilio, Ivey, Kunkler-Peck & Grady, 2005)

## **5. SWRK 281 Guidelines for Observing the Dynamic of a Group Meeting**

Conduct an analysis of a board or committee meeting at your field placement agency. Discuss your findings during supervision with your field instructor.

In your analysis address the following questions:

1. What is the demographic composition (age, social class, education, gender, ethnicity, sexual orientation, disability status) of the board or committee? How does it differ from the demographic profile of the people who actually attended the meeting, the organization's staff, and the clients?
2. What types of decisions does this board or committee make for the organization? Where does this board or committee "fit" in the organizational chart? Based on the board or committee's location in terms of the organizational chart, how much power do you think it has to determine policies or procedures for the organization?
3. Based on what you've observed (for example, body language or patterns of communication) or what you've learned from agency documents or personal interviews with organization participants, are there obvious conflicts or alliances among board members?
4. How were decisions made during the meeting? Did it appear that specific rules were used to guide the decision process?
5. In what way did these decisions pertain to organizational mission,

goals, services, structure, policies, funding, or people served by the organization?

6. What was the role of the executive director or lead staff person (for example, the city manager or county administrative officer) during the meeting?
7. Did specific individuals or groups appear to have more input from others into the decisions made during this meeting? Please explain.

### Field and Course Aligned Activities

Example One, Generalist Year Field Assignment: to provide generalist/foundation social work services to diverse clients/consumers using selected theoretical frameworks and practice skills from SWRK 221. After discussing with their supervisor and utilizing material from SWRK 221, students use of three generalist theoretical models of practice with selected individual clients and have to discuss their application, relevance and shortcomings with their field supervisors.

*Title of the activity:* Field Assignment: Providing Foundation Social Work Services Using Selected Theoretical Frameworks

*Theories taught:* Select three from the following theories: systems strengths/empowerment, learning theories, (i.e., operant learning theory; social learning theory), cognitive behavioral theory, conflict theory, attachment theory, psychodynamic theory, and trauma theory.

*Course title:* SWRK 221

*Explanation of how this assignment connects:* The goal is to connect theories learned in the generalist practice class SWRK 221 and apply three of them to a practice situation. Students then critique the theories learned in class and their applicability to clients they see at the practicum site.

2. Example Two, Generalist Year: Using P.I.E. (Person-in-Environment) theory, this application assignment requires students to conduct an assessment of a client from the field practicum. Students learn about ecological systems theory and person in the environment perspectives in their SWRK 212 HBSE class and their SWRK 221 generalist practice class. Students are asked to review a person-in-environment system article provided in field and in the SWRK 221 class, and to then apply the mini-PIE instrument handed out in SWRK 221. Guided by the four factors in the PIE system (Factor I: Social Relationships; Factor II: Problems Outside the Individual; Factor III: Psychopathology – DSM-5 Diagnoses; Factor IV: Medical Diagnosis and Source), students have to conduct an assessment interview(s) with a client at their practicum site.

*Title of the activity:* P.I.E. (Person-in-Environment) theory application

*Theories taught:* Ecological systems theory, person in the environment perspective

*Courses title:* SWRK 212 & SWRK 221

*Explanation of how this assignment connects:* This is an assignment where students are required to conduct an interview applying these theoretical frameworks in their field practicums; it is directly connected to the SWRK 221 class. Theories and tools used in this class (and also SWRK 212) are used to conduct an assessment of the client in field.

## Examples of How the Program Connects Concepts Between Classroom and Field

There are also ample opportunities for social work students to apply and integrate concepts learned in the classroom to the field setting. For example, graduate social work students learn about the concepts of participant observation, engagement, empathy, reflection and interpersonal skills in their practice classes. In the field setting, the learning agreement includes assignments to meet with diverse clients/constituents and apply these concepts to engage and develop rapport.

1. Example One: Students are required to complete process recordings to demonstrate the effective application of concepts to observation, engagement, reflection and interpersonal skills. Students are provided a format to document and reflect on a client interview. Both the field instructor and student reflect on the students' skill attainment.

*Title of the activity:* Process Recording

*Concepts taught:* observation, engagement, reflection and interpersonal skills

*Course title:* SWRK 220

*Explanation of how this assignment connects:* This activity connects students' field experiences to in-class learning. First, they learn about the concepts of observation, engagement, reflection and interpersonal skills in SWRK 220, and then they have an assignment that requires them to review specific cases detailing specific interviewing skills and writing "their response" to the cases identified to satisfy the classroom assignment. In field, they are asked to document these skills in practice with a client for their field instructor.

2. Example Two: Generalist year class activity and assignment: Support advocacy lab, self-advocacy consultation groups. The class is divided into three groups. Two students are selected as "facilitators" to lead each of the self-advocacy consultation groups in class. To facilitate, students are asked to partner with the co-facilitator(s) from their group to verbally discuss their group facilitation strategy. Each co-facilitator is responsible for introducing a topic from their practicum related problem they are facing, that others in the group can relate to, or they can let the group decide what topic they want them to bring up. This could be a micro topic or a macro topic. They discuss and provide support and advocacy within the group. The group members are responsible for connecting the topic to what they are experiencing currently or in the past through a field practicum experience. Facilitators support group members by guiding and/or facilitating how to advocate/find solutions to problems being discussed.

*Title of the activity:* Support Advocacy Lab

*Concepts taught:* Self-support, advocacy, consultation

*Concepts taught:* SWRK 220

*Explanation of how this assignment connects:* This assignment directly takes situations happening in the field setting that require support, advocacy, or consultation strategies, allowing the students to support each other in this process. and allows students to co-facilitate support, advocacy, and consultations. This activity requires students to directly apply their learning about the concepts of advocacy, self-support, and consultations within the classroom context to what is happening in field.

### Variety of Courses from Across the Curriculum that Connect Class and Field

In addition to the activities, many of the learning agreement assignments are directly linked to the content in the concurrent practice courses. This structure ensures the opportunity for students to apply and integrate theoretical and conceptual content from the classroom to field. The MSW field manuals include the foundation (SWRK 210, SWRK 211, SWRK 220, SWRK 221 and SWRK 222) and core specialized practice class syllabi (SWRK 223 and SWRK 248) as well as specific directions for carrying out field assignments that are informed by the concurrent practice courses. They can be viewed in MSW Volume 3, MSW1 and MSW 2 Field Manuals-section 3, Field Education and Practice Curriculum, beginning on page 30 for MSW 1 and page 29 for MSW2. This structure provides consistent opportunities for all MSW students to engage in the learning experiences necessary to develop the generalist and specialized knowledge, practice skills, and social work competencies expected of all program graduates.

## 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 8.

### Evaluations

#### Introduction

Evaluation is an integral component of the learning process that is expected to occur on an ongoing 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.

#### Evaluations of 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 of 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, trainings, 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 4, 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. The following situations require a corrective action plan:

- i. Any rating of NI, Needs Improvement, on the mid-semester evaluation.
- ii. Performance below satisfactory in more than 20% or more of the areas outlined in the learning agreement.

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 9 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 Instructed Practice

SWRK 280 and SWRK 281 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 in a minimum of 80% of the performance areas, and submit completed evaluations in a timely manner to the faculty liaison.

Failure to complete any of the above requirements for SWRK 280 or 281 will result in one of the following:

1. A grade of Report in Progress (RP) if hours, assignments and/or evaluations are not completed and/or submitted to the faculty liaison in a timely manner. Two-thirds of the coursework and hours must be satisfactorily completed.
2. A grade of No Credit (NC) if student performance is unsatisfactory in more than 20% of the performance areas and/or the hour requirements of the course have not been met.

## Guidelines for Evaluation of MSW Student Performance

### **Guidelines for Evaluation of MSW Student Performance in Field**

Evaluations of student performance in field is required at the mid-term and end of each semester. Completion for 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 evaluation 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 COM indicates Assignment is Completed
4. The code SP indicates Satisfactory Progress
5. The code NI is for Needs Improvement. Please support any rating of NI with detailed comments in the narrative section of the evaluation. The faculty liaison will initiate a correction action plan to address performance concerns if warranted.

#### **Final Semester Evaluations**

1. Evaluations of performance at the end of the semester is rated on a scale of 1-4.
2. The expectation for evaluation is that an MSW student who is performing as expected is rated as a 3, Meets Expected Outcomes.
3. 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.)

#### MSW1- SWRK 280 Final Evaluation

- 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 a foundation level MSW student.
- Not Passing: 2- **Emerging Ability:** Performance demonstrates some weakness that requires improvement to meet minimum expectations.  
1- **Does Not Meet 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 3 or 4 in 80% of the assignments (25 out of 31)**

4	3	2	1
<b>Exceeds Expected Outcomes</b>	<b>Meets Expected Outcomes</b>	<b>Emerging Ability to Meet Outcomes</b>	<b>Does Not Meet Expected Outcomes</b>

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



## SWRK 280 Field Instructed Practice I Fall Mid-Term Evaluation of Student Performance

**Date:**

**Student Name:**

**Agency:**

**Field Instructor:**

**Faculty Liaison:**

**Number of Hours Completed:**  
(Should be 100-105 hours)

Please evaluate the student's learning progress on the following required learning activities for this semester using the right-hand column to note:

<b>COM</b>	Assignment is Completed
<b>SP</b>	Satisfactory Progress
<b>NI</b>	Needs Improvement  <b>Note:</b> 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
<b>All activities listed are part of the learning agreement and are expected to be addressed during this semester.</b>	

### Competency 1: Demonstrate Ethical & Professional Behavior

Behavior	Field Learning Agreement Assignment: Semester 1	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 the ethical decision making process you applied to address a current or potential ethical dilemma in your field practice.	
Comments:		

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Complete a written process recording** that includes use of reflection and self-regulation to effectively manage personal values.	
Comments:		
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Attend internship according to established schedule and demonstrate professionalism in behavior, appearance and oral, written and electronic communication.	
Comments:		
4. Use technology ethically and appropriately to facilitate practice outcomes.	Complete electronic communication and documentation for internship that complies with agency requirements, the NASW Code of Ethics, and DSWE social media policies.**	
Comments:		
5. Use supervision and consultation to guide professional judgment and behavior.	Prepare for and participate actively and responsibly in weekly supervision, seeking feedback to guide professional judgment and behavior.	
Comments:		
<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Evaluation of Progress</b>
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.	Apply and communicate understanding of cultural norms and values and their effect(s) on clients/consumers at the micro and mezzo levels of practice. Process in supervision.	
Comments:		
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Complete a minimum of one ethnographic interview** and discuss 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 your personal beliefs and values regarding client and staff cultural diversity (i.e. age, gender, race, religion, orientation, ability, etc.). Explore in supervision the influence of your beliefs and values on your interaction with others	
Comments:		

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Evaluation of Progress</b>
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	Research social, economic and environmental justice issues. Using the information gathered, identify an issue that impacts clients/consumers served by your field agency. Discuss implications for practice in supervision.	
Comments:		
2. Engage in practices that advance social, economic, and environmental justice.	Participate in one macro level activity to advocate for social, economic and environmental justice and discuss in supervision (i.e. client advocacy, draft a social media post for the agency's platform).	
Comments:		
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Evaluation of Progress</b>
1. Use practice experience and theory to inform scientific inquiry and research.	Gather outcome information based on services provided and discuss practice implications in supervision.	
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 foundation level evidence-based practice methods that are utilized within the agency/population served. Select two interventions to use in your field practice and discuss with field instructor.	
Comments:		
<b>Competency 5: Engage in Policy Practice</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Evaluation of Progress</b>

<p>1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services AND</p> <p>2. Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>Conduct an observation of the entry point at your field placement agency** (e.g. waiting area/intake process). Identify social and economic policies impacting service delivery and access. Discuss in supervision.</p>	
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Comments:

<p>3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>Track legislative initiatives relevant to your agency’s client population. Create a fact sheet to educate others about the importance of the initiative. Discuss distribution of the fact sheet with your field instructor.</p>	
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Comments:

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

<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Evaluation of Progress</b>
<p>1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Engage with a minimum of 3-5 clients/consumers. Identify knowledge you applied in effectively engaging with them (i.e. knowledge of human behavior, person-in-environment, barriers, etc.). Discuss in supervision insights learned.</p>	

Comments:

<p>2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Complete a minimum of two written process recordings** from your work with diverse clients/constituents. Identify the strategies and skills used to effectively engage, including how barriers were addressed.</p>	
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Comments:

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

<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Evaluation of Progress</b>
<p>1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND</p> <p>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.</p>	<p>Complete a minimum of 2 written assessments using agency format or the DSWE assessment template from the MSW 1 Field manual**. Present the assessments in supervision for feedback.</p> <p>Complete an initial organizational description and assessment of the placement agency using guidelines** from the MSW 1 Field manual</p>	

Comments:		
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Complete a minimum of 2 written service plans in collaboration with clients/consumers that maximize strengths, consider diversity factors, and address needs identified in the assessment.	
Comments:		
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Identify professionally and culturally appropriate interventions to be provided as part of a mutually agreed upon service plan.	
Comments:		
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Evaluation of Progress</b>
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;	Implement relevant foundation level practice interventions at the micro, mezzo and macro levels and discuss effectiveness in weekly supervision.	
Comments:		
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Participate in planning/decision-making processes with professionals from related disciplines to develop skills in inter-professional collaboration (i.e. MDT, TDM, SST).	
Comments:		
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Negotiate, mediate and advocate at a minimum of 2 system levels on behalf of diverse agency clients and constituents.	
Comments:		
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Engage in transition and/or termination planning to support progress and to provide effective closure with clients/constituents/colleagues. Link to resources as appropriate.	

Comments:

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

<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Evaluation of Progress</b>
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; AND  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.	Identify and discuss in supervision the tools used by the agency to assess the effectiveness of its services.  Apply one of the identified agency tools to evaluate your practice with a client/consumer. Discuss in supervision.  Meet with 3 agency representatives to gather evaluative information on agency services. Discuss your findings in supervision and the implications for program planning.	

Comments:

**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

**Signatures:**

*Student Signature*

*Field Instructor Signature Faculty*

*Liaison Signature*

*Field Coordinator Signature*

## SWRK 280 Field Instructed Practice I Fall Semester Evaluation of Student Performance

**Date:**

**Student Name:**

**Agency:**

**Field Instructor:**

**Faculty Liaison:**

**Number of Hours Completed:**

(200 Hours required for Credit)

**Instructions:** Using the following scale, please write the number that best describes the student’s performance in completing the required activities outlined in the SWRK 280 Learning Agreement. Your general frame of reference is performance of a first semester foundation MSW 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 a foundation level MSW student.

Not Passing: 2- **Emerging Ability:** Performance demonstrates some weakness that requires improvement to meet minimum expectations.

1- **Does Not Meet 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 3 or 4 in 80% of the assignments (25 out of 31)**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exceeds Expected Outcomes</b>	<b>Meets Expected Outcomes</b>	<b>Emerging Ability to Meet Outcomes</b>	<b>Does Not Meet Expected Outcomes</b>

### Competency 1: Demonstrate Ethical & Professional Behavior

Behavior	Field Learning Agreement Assignment: Semester 1	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 the ethical decision making process you applied to address a current or potential ethical dilemma in your field practice.	
Comments:		

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Complete a written process recording** that includes use of reflection and self-regulation to effectively manage personal values.	
Comments:		
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Attend internship according to established schedule and demonstrate professionalism in behavior, appearance and oral, written and electronic communication.	
Comments:		
4. Use technology ethically and appropriately to facilitate practice outcomes.	Complete electronic communication and documentation for internship that complies with agency requirements, the NASW Code of Ethics, and DSWE social media policies.**	
Comments:		
5. Use supervision and consultation to guide professional judgment and behavior.	Prepare for and participate actively and responsibly in weekly supervision, seeking feedback to guide professional judgment and behavior.	
Comments:		
<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
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.	Apply and communicate understanding of cultural norms and values and their effect(s) on clients/consumers at the micro and mezzo levels of practice. Process in supervision.	
Comments:		
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Complete a minimum of one ethnographic interview** and discuss 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 your personal beliefs and values regarding client and staff cultural diversity (i.e. age, gender, race, religion, orientation, ability, etc.). Explore in supervision the influence of your beliefs and values on your interaction with others.	
Comments:		



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

Behavior	Field Learning Agreement Assignment: Semester 1	Student Performance Level
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	Research social, economic and environmental justice issues. Using the information gathered, identify an issue that impacts clients/consumers served by your field agency. Discuss implications for practice in supervision.	
Comments:		
2. Engage in practices that advance social, economic, and environmental justice.	Participate in one macro level activity to advocate for social, economic and environmental justice and discuss in supervision (i.e. client advocacy, draft a social media post for the agency's platform).	

Comments:

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

Behavior	Field Learning Agreement Assignment: Semester 1	Student Performance Level
1. Use practice experience and theory to inform scientific inquiry and research.	Gather outcome information based on services provided and discuss practice implications in supervision.	
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 foundation level evidence-based practice methods that are utilized within the agency/population served. Select two interventions to use in your field practice and discuss with field instructor.	

Comments:

### Competency 5: Engage in Policy Practice

Behavior	Field Learning Agreement Assignment: Semester 1	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 AND 2. Assess how social welfare and economic policies impact the delivery of and access to social services.	Conduct an observation of the entry point at your field placement agency** (e.g. waiting area/intake process). Identify social and economic policies impacting service delivery and access. Discuss in supervision.	

Comments:

3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Track legislative initiatives relevant to your agency’s client population. Create a fact sheet to educate others about the importance of the initiative. Discuss distribution of the fact sheet with your field instructor.	
Comments:		
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Engage with a minimum of 3-5 clients/consumers. Identify knowledge you applied in effectively engaging with them (i.e. knowledge of human behavior, person-in-environment, barriers, etc.). Discuss in supervision insights learned.	
Comments:		
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Complete a minimum of two written process recordings** from your work with diverse clients/constituents. Identify the strategies and skills used to effectively engage, including how barriers were addressed.	
Comments:		
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
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 a minimum of 2 written assessments using agency format or the DSWE assessment template from the MSW 1 Field manual**. Present the assessments in supervision for feedback.  Complete an initial organizational description and assessment of the placement agency using guidelines** from the MSW 1 Field manual	
Comments:		
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Complete a minimum of 2 written service plans in collaboration with clients/consumers that maximize strengths, consider diversity factors, and address needs identified in the assessment.	
Comments:		

4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Identify professionally and culturally appropriate interventions to be provided as part of a mutually agreed upon service plan.	
Comments:		
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
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;	Implement relevant foundation level practice interventions at the micro, mezzo and macro levels and discuss effectiveness in weekly supervision.	
Comments:		
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Participate in planning/decision-making processes with professionals from related disciplines to develop skills in inter-professional collaboration (i.e. MDT, TDM, SST).	
Comments:		
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Negotiate, mediate and advocate at a minimum of 2 system levels on behalf of diverse agency clients and constituents.	
Comments:		
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Engage in transition and/or termination planning to support progress and to provide effective closure with clients/constituents/colleagues. Link to resources as appropriate.	
Comments:		

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

Behavior	Field Learning Agreement Assignment: Semester 1	Student Performance Level
<p>1. Select and use appropriate methods for evaluation of outcomes; AND</p> <p>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; AND</p> <p>3. Critically analyze, monitor and evaluate intervention and program processes and outcomes; AND</p> <p>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Identify and discuss in supervision the tools used by the agency to assess the effectiveness of its services.</p> <p>Apply one of the identified agency tools to evaluate your practice with a client/consumer. Discuss in supervision.</p> <p>Meet with 3 agency representatives to gather evaluative information on agency services. Discuss your findings in supervision and the implications for program planning.</p>	
<p>Comments:</p>		

**Please provide specific comments on areas of strength in the student’s performance:**

**Additional Comments:**

- Read and Agree
- Read and Accept with Reservations
- Read and Disagree

*Field Instructor Signature*  
*Student Signature*  
*Faculty Liaison Signature*  
*Field Coordinator Signature*

\*\* 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.

## Student Evaluation of Agency Field Instruction and Faculty Liaison Support Fall Semester Evaluation To Be Completed by the STUDENT

Agency: \_\_\_\_\_

Faculty Liaison: \_\_\_\_\_

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b><u>Poor</u></b>	<b><u>Below Average</u></b>	<b><u>Average</u></b>	<b><u>Above Average</u></b>	<b><u>Excellent</u></b>

1. I am being assigned practice experiences I need to complete assignments related to field placement.
2. I meet with my Field Instructor for supervision for one hour each week.
3. My Field Instructor is available to handle questions and concerns as needs arise.
4. My Field Instructor discusses and resolves differences of opinion, value orientations and professional issues 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 MSW interns from the Department of Social Work Education.

**Comments:**

Student Signature: \_\_\_\_\_

Field Coordinator Signature: \_\_\_\_\_

**SWRK 281**  
**Field Instructed Practice II**  
**Spring Mid-Term Evaluation of Student Performance**

**Date:**  
**Student Name:**  
**Agency:**  
**Field Instructor:**  
**Faculty Liaison:**  
**Number of Hours Completed:**  
(Should be 100-105 hours)

Please evaluate the student's learning progress on the following required learning activities for this semester using the right-hand column to note:

<b>COM</b>	Assignment is <u>Completed</u>
<b>SP</b>	Satisfactory Progress
<b>NI</b>	Needs Improvement  <b>Note:</b> 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
<b>All activities listed are part of the learning agreement and are expected to be addressed during this semester.</b>	

**Competency 1: Demonstrate Ethical & Professional Behavior**

Behavior	Field Learning Agreement Assignment: Semester 2	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	Prepare and present for discussion in supervision an ethical decision-making issue raised in one of your practice assignments.	
Comments:		
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Discuss in supervision 2 learning experiences in which "professional use of self" and setting professional boundaries were applied in practice.	
Comments:		

3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Continue to attend internship as scheduled and demonstrate increasing professionalism in behavior, appearance and oral, written and electronic communication.	
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Comments:

4. Use technology ethically and appropriately to facilitate practice outcomes.	Discuss in supervision the impact of relevant policies such as HIPAA and legal/ethical issues as they relate to the use of technology in facilitating practice outcomes.	
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Comments:

5. Use supervision and consultation to guide professional judgment and behavior.	Continue to prepare for weekly supervision and take responsibility to articulate learning needs, be open to learning, and use feedback to enhance professional development.	
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Comments:

### Competency 2: Engage Diversity and Difference in Practice

Behavior	Field Learning Agreement Assignment: Semester 2	Evaluation of Progress
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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	Apply and communicate understanding of the effect(s) of diversity, difference and intersectionality on clients/consumers and/or colleagues at the micro, mezzo and macro levels of practice.	
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Comments:

2. Present themselves as learners and engage clients and constituencies as experts of their own experiences	Complete a minimum of one ethnographic interview** and discuss in supervision how you utilized cultural humility in conducting the interview.	
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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 and present in supervision and field seminar at least 2 strategies utilized for developing self-awareness and managing personal values, biases and counter-transference with diverse clients and constituents.	
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Comments:

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

Behavior	Field Learning Agreement Assignment: Semester 2	Evaluation of Progress
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1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels	Provide agency approved information on a relevant community or legislative matter that has human rights implications for the agencies service population (e.g. flyer, website posting, community forum).	
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Comments:

2. Engage in practices that advance social, economic, and environmental justice.	Participate in one macro level activity to advocate for social, economic and environmental justice (e.g. attend a public hearing, write a letter to an elected representative).	
Comments:		
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>	<b>Evaluation of Progress</b>
1. Use practice experience and theory to inform scientific inquiry and research.	Identify an unmet service need in your field agency based on your practice experience as an intern. Discuss the practice implications in supervision.	
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.	Review available agency data on program outcomes (i.e. annual reports, accountability reports, etc.). Formulate 2 recommendations to improve practice, policy and/or service delivery based on your assessment of the data. Present your recommendations to your field instructor.	
Comments:		
<b>Competency 5: Engage in Policy Practice</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>	<b>Evaluation of Progress</b>
1. Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services AND 2. Assess how social welfare and economic policies impact the delivery of and access to social services.	Analyze one local, one state, and one federal policy that apply to the services offered at your field agency. Identify their impact on delivery and access to services for clients/consumers. Discuss 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 policy recommendation that addresses an identified social justice issue for clients/consumers of your field agency. Discuss next steps in supervision.	
Comments:		



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

<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>	<b>Evaluation of Progress</b>
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Identify 3 theoretical frameworks** that you have applied in engaging diverse clients/consumers and professionals. Discuss their effectiveness in supervision.	
Comments:		
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Continue to use empathy, reflection, and interpersonal skills to engage with at least 2 new clients/consumers, at least one being culturally different from self.	
Comments:		

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

<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>	<b>Evaluation of Progress</b>
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 a minimum of 2 foundation multidimensional assessments utilizing two different assessment frameworks** (DSM 5, P-I-E, SOP). Complete a community map** of your field placement service area.	
Comments:		
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Complete a minimum of 2 culturally relevant service/action plans with clients/consumers that address identified needs.	
Comments:		
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Develop a list of at least 6 (total) foundation intervention strategies at the micro, mezzo and macro levels used at your placement. Select appropriate intervention strategies from the list based on your assessment.	
Comments:		

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>	<b>Evaluation of Progress</b>
<p>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; AND</p> <p>2. Apply knowledge of human behavior and the social environments with clients and constituencies;</p>	<p>Provide foundation social work interventions applicable at all systems levels to achieve practice goals. Discuss in supervision the application of human behavior theories.</p> <p>Observe the dynamics of a group meeting in the placement agency.** Discuss findings in supervision.</p>	
Comments:		
<p>3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p>Collaborate with at least 2 non-social work professionals in support of meeting the identified needs of clients/consumers.</p>	
Comments:		
<p>4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.</p>	<p>Participate in multidisciplinary meetings in which you advocate on behalf of diverse clients/consumers.</p>	
Comments:		
<p>5. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Continue to engage in transition and/or termination planning as needed to support client/consumer progress. Provide linkage to resources as appropriate.</p>	
Comments:		
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations &amp; Communities</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 2</b>	<b>Evaluation of Progress</b>
<p>1. Select and use appropriate methods for evaluation of outcomes; AND</p> <p>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; AND</p> <p>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND</p> <p>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Conduct an evaluation of your practice at the micro level using an appropriate method (i.e. pretest-posttest). Apply your findings to improve your practice.</p> <p>Meet with 3 representatives of a group or community to gather evaluative information on agency services. Discuss your findings in supervision and the implications for program planning.</p>	
Comments:		

**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

**Signatures:**

*Student Signature*

*Field Instructor Signature*

*Faculty Liaison Signature*

*Field Coordinator*

*Signature*

## SWRK 281 Field Instructed Practice II Spring Semester Evaluation of Student Performance

**Date:**  
**Student Name:**  
**Agency:**  
**Field Instructor:**  
**Faculty Liaison:**  
**Number of Hours Completed:**  
 (200 Hours required for Credit)

**Instructions:** Using the following scale, please write the number that best describes the student's performance in completing the required activities outlined in the SWRK 281 Learning Agreement. Your general frame of reference is performance of a first semester foundation MSW 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 a foundation level MSW student.
- Not Passing:
- 2- **Emerging Ability:** Performance demonstrates some weakness that requires improvement to meet minimum expectations.
  - 1- **Does Not Meet 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 3 or 4 in 80% of the assignments (25 out of 31)**

Competency 1: Demonstrate Ethical & Professional Behavior		
Behavior	Field Learning Agreement Assignment: Semester 1	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.	Prepare and present for discussion in supervision an ethical decision-making issue raised in one of your practice assignments.	
Comments:		

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Discuss in supervision 2 learning experiences in which “professional use of self” and setting professional boundaries were applied in practice.	
Comments:		
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Continue to attend internship as scheduled and demonstrate increasing professionalism in behavior, appearance and oral, written and electronic communication.	
Comments:		
4. Use technology ethically and appropriately to facilitate practice outcomes.	Discuss in supervision the impact of relevant policies such as HIPAA and legal/ethical issues as they relate to the use of technology in facilitating practice outcomes.	
Comments:		
5. Use supervision and consultation to guide professional judgment and behavior.	Continue to prepare for weekly supervision and take responsibility to articulate learning needs, be open to learning, and use feedback to enhance professional development.	
Comments:		
<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
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	Apply and communicate understanding of the effect(s) of diversity, difference and intersectionality on clients/consumers and/or colleagues at the micro, mezzo and macro levels of practice.	
Comments:		
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences	Complete a minimum of one ethnographic interview** and discuss in supervision how you utilized cultural humility in conducting the interview.	
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 and present in supervision and field seminar at least 2 strategies utilized for developing self-awareness and managing personal values, biases and countertransference with diverse clients and constituents.	
Comments:		

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

<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels	Provide agency approved information on a relevant community or legislative matter that has human rights implications for the agencies service population (e.g. flyer, website posting, community forum).	

Comments:

2. Engage in practices that advance social, economic, and environmental justice.	Participate in one macro level activity to advocate for social, economic and environmental justice (e.g. attend a public hearing, write a letter to an elected representative).	
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Comments:

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

<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
1. Use practice experience and theory to inform scientific inquiry and research.	Identify an unmet service need in your field agency based on your practice experience as an intern. Discuss the practice implications in supervision.	

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	Review available agency data on program outcomes (i.e. annual reports, accountability reports, etc.). Formulate 2 recommendations to improve practice, policy and/or service delivery based on your assessment of the data. Present your recommendations to your field instructor.	
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Comments:

<b>Competency 5: Engage in Policy Practice</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
<p>1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services AND</p> <p>2. Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	Analyze one local, one state, and one federal policy that apply to the services offered at your field agency. Identify their impact on delivery and access to services for clients/consumers. Discuss in supervision.	
Comments:		
<p>3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	Draft a policy recommendation that addresses an identified social justice issue for clients/consumers of your field agency. Discuss next steps in supervision.	
Comments:		
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
<p>1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	Identify 3 theoretical frameworks** that you have applied in engaging diverse clients/consumers and professionals. Discuss their effectiveness in supervision.	
Comments:		
<p>2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	Continue to use empathy, reflection, and interpersonal skills to engage with at least 2 new clients/consumers, at least one being culturally different from self.	
Comments:		
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
<p>1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies AND</p> <p>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.</p>	<p>Complete a minimum of 2 foundation multidimensional assessments utilizing two different assessment frameworks** (DSM 5, P-I-E, SOP).</p> <p>Complete a community map** of your field placement service area.</p>	
Comments:		

3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Complete a minimum of 2 culturally relevant service/action plans with clients/consumers that address identified needs.	
Comments:		
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Develop a list of at least 6 (total) foundation intervention strategies at the micro, mezzo and macro levels used at your placement. Select appropriate intervention strategies from the list based on your assessment.	
Comments:		
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behavior</b>	<b>Field Learning Agreement Assignment: Semester 1</b>	<b>Student Performance Level</b>
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 foundation social work interventions applicable at all systems levels to achieve practice goals. Discuss in supervision the application of human behavior theories.  Observe the dynamics of a group meeting in the placement agency.** Discuss findings in supervision.	
Comments:		
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Collaborate with at least 2 non-social work professionals in support of meeting the identified needs of clients/consumers.	
Comments:		
4. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Participate in multidisciplinary meetings in which you advocate on behalf of diverse clients/consumers.	
Comments:		
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Continue to engage in transition and/or termination planning as needed to support client/consumer progress. Provide linkage to resources as appropriate.	
Comments:		



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

Behavior	Field Learning Agreement Assignment: Semester 1	Student Performance Level
<p>1. Select and use appropriate methods for evaluation of outcomes; AND</p> <p>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; AND</p> <p>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; AND</p> <p>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Conduct an evaluation of your practice at the micro level using an appropriate method (i.e. pretest-posttest). Apply your findings to improve your practice.</p> <p>Meet with 3 representatives of a group or community to gather evaluative information on agency services. Discuss your findings in supervision and the implications for program planning.</p>	
<p>Comments:</p>		

**Please provide specific comments on areas of strength in the student’s performance:**

**Additional Comments:**

- Read and Agree
- Read and Accept with Reservations
- Read and Disagree

**Signatures**

- Field Instructor Signature*
- Student Signature*
- Faculty Liaison Signature*
- Field Coordinator Signature*

**Student Evaluation of Agency Field Instruction and Faculty Liaison Support**  
**Spring Semester Evaluation**  
**To Be Completed by the STUDENT**

Agency:

Faculty Liaison:

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b><u>Poor</u></b>	<b><u>Below Average</u></b>	<b><u>Average</u></b>	<b><u>Above Average</u></b>	<b><u>Excellent</u></b>

1. I am being assigned practice experiences I need to complete assignments related to field placement.
2. I meet with my Field Instructor for supervision for one hour each week.
3. My Field Instructor is available to handle questions and concerns as needs arise.
4. My Field Instructor discusses and resolves differences of opinion, value orientations and professional issues 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 MSW interns from the Department of Social Work Education.

**Comments:**

Student Signature:

Field Coordinator Signature:

## SECTION 9. General Information

### Sequence of Courses for the M.S.W Degree Program

#### *Graduate Curriculum: Foundation Year (Full Time)*

##### **Foundation Year – First Semester**

- SWRK 200 Social Welfare Policy I (3)
- SWRK 210 Law & Ethics I (1)
- SWRK 212 Human Behavior in the Social Environment (3)
- SWRK 220 Social Work Practice I (3)
- SWRK 260 Mixed Methods (3)
- SWRK 280 Foundation Field (2)

**15 Units**

##### **Foundation Year – Second Semester**

- SWRK 211 Law & Ethics II (1)
- SWRK 213 HBSE: Cultural Diversity and Oppression (3)
- SWRK 221 Social Work Practice II (3)
- SWRK 222 Community Advocacy (3)
- SWRK 263 Program Evaluation (3)
- SWRK 281 Foundation Field II (2)

**15 Units**

#### *Graduate Curriculum: Advanced Year (Full Time)*

##### **Advanced Year- First Semester**

- SWRK 213 Advanced Practice Individuals and Families (3)
- SWRK 264/274 or 278 Practice I (3)
- SWRK 282 Advanced Field (4)
- SWRK Elective (3)
- SWRK 292 Seminar in Thesis/Project (2)

**15 Units**

##### **Advanced Year – Second Semester**

- SWRK 248 Advanced Social Work Practice with Organizations & Communities (3)
- SWRK 265/275 or 288 Practice II (3)
- SWRK 283 Advanced Field (4)
- SWRK Elective (3)
- SWRK 298 Project/SWRK 299 Thesis (2/2)

**15 Units**

# CALIFORNIA STATE UNIVERSITY, FRESNO

## SERVICES FOR STUDENTS WITH DISABILITIES

(559) 278-2811 | Fresno State Library 1202  
5200 N Barton Ave M/S UL125

### SERVICES AND ACCOMMODATION

Services for Students with Disabilities (SSD) provides academic accommodations to regularly enrolled California State University, Fresno students in accordance with the Rehabilitation Act of 1973, the Americans with Disabilities Act and the California State University Policy for the Provision of Accommodations and Support Services to Students with Disabilities. The student must provide SSD with current written verification of disability from a professional who is qualified to determine the physical, perceptual or learning disability and the need for academic accommodation.

For information about the services provided, please visit [SSD's Services Provided website](#). Please contact the SSD office by email at [ssdstaff@mail.fresnostate.edu](mailto:ssdstaff@mail.fresnostate.edu) or by phone at 559-278-2811 for more information.

### INITIATING SERVICES

Students must complete an [mySSD Online Application](#) prior to scheduling their intake meeting to set up academic accommodations. It is the responsibility of the student to make their disability status and need for accommodation known to the university. The following are the steps students can take in order to receive accommodations while at Fresno State.

- Students must complete an mySSD Online Application. Documentation or information regarding the disability from a doctor, practitioner, or other qualified individual should be uploaded to the application. IEP/504 plan documents may be considered based on content.
- Make an appointment for an initial interview with an Access Specialist (AS). When you meet with the AS, you will discuss the functional limitations you may experience while on campus and different accommodations that may be helpful to you.
- Additional appointments may be necessary for training and orientation in using specific accommodations to best serve the student.

The office of Services for Students with Disabilities and faculty members have the responsibility to facilitate and uphold your academic accommodations, and it is your responsibility as a student to register with SSD and request accommodations.

Students are responsible for:

- Self-identifying that he/she has a disability.
- Engaging in the interactive process with an Access Specialist.
- Providing appropriate documentation of a disability that is acceptable within the guidelines established and followed by the Services for Students with Disabilities office.
- Requesting the necessary accommodation from Services for Students with Disabilities, the entity on campus that is designated to determine academic accommodations for disabilities.
- Requesting Faculty Notification letters from the office of Services for Students with Disabilities in advance of the need for accommodations.
- Behaving appropriately as outlined in the campus Code of Excellence for students.
- Complying with all guidelines and timelines designated by the faculty, staff, and administrators unless verified extenuating circumstances occur.

*Note: Any disability-related need that requires the assistance of the professor must be made known to the professor each semester. The professor is not expected to assume or remember the need for accommodations from semester to semester.*

## **Academic Advising**

While the Access Specialists can meet with students to review general registration assistance, Academic Advising is not provided in the SSD office. The student should schedule an appointment with either the University Advising Center (for undergraduates), located on the 2nd floor of the Joyal Building, or meet with their advisor in the Major Advising Center. If the student requests, after the student has made the selection of courses with their advisor, the Access Specialist will review the choice of courses with the student to determine their appropriateness to the student's disability-related needs.

## **Academic Accommodations and Services Provided**

SSD provides a wide range of academic accommodations to students with verified disabilities who have registered with the SSD office. Services for each student are determined on a case-by-case basis. The following are examples of some of the accommodations that may be provided.

- [Accessible Instructional Materials](#)
- Accessible Testing Services: Students request accommodation through [mySSD Student Portal](#)
  - Extended time on exams
  - Private and/or quiet rooms
  - Readers and scribes
  - Computers for typing essay exams
  - Large print exams
  - Sign language interpreters (for oral instructions)
  - Assistive Technology
- [Assistive Computer Lab](#) (Library Room 1202)
- [Assistive Technology](#)
- Classroom Services:
  - Volunteer Classroom Notetakers
  - Digital Recorders or Live Scribe Pen
  - Accessible Furniture (Chair/table)
- Counseling on Disability Management
- [Sign Language Interpreting](#)
- [Real Time Captioning](#)
- [UbiDuo Face to Face Communication](#)
- On Campus Transportation: [SCOUT](#)
- Peer and Mento Support through [M.A.P.S.](#)

## 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 10. 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):  F  M  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:**

Individual

Group

Other:

Couple

Community

Family

Organization

**Services:**

Assessment

Brokering

Crisis Intervention

Consultation & Collab.

Service Planning

Referral/Discharge Plng

Case Management

Administration/Supervision

Counseling/Therapy

Grant Writing

Advocacy

Other:

**Length of Service:**

Brief

Short-term (up to 3 months)

Long-term (3 months or more)

Mixed

**Location of Service Provision:**

In-patient

Community

Out-patient

School

Agency

Other:



Accessibility for Students with Disabilities:

Transportation to carry out learning assignments:

- |            |                          |                |                              |                             |
|------------|--------------------------|----------------|------------------------------|-----------------------------|
| Agency Car | <input type="checkbox"/> | Reimbursement: | Yes                          | No                          |
| Own Car    | <input type="checkbox"/> | Reimbursement: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|            |                          |                | <input type="checkbox"/>     | <input type="checkbox"/>    |

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 \_\_\_\_\_  PPS \_\_\_\_\_  Other \_\_\_\_\_  
Year Year 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 280/281 Field Application

(First Year Field Placement)

Please complete this application and submit it to the Social Work Department Office. It provides basic information necessary to begin planning your field placement.

### APPLICATION MUST BE TYPED

Title IV-E Applicant?  YES  NO

Last Name	First Name	DOB	Student ID

Address	Apt. #	City State Zip

Preferred Phone	Fresno State Email

### PERSONAL INFORMATION (OPTIONAL)

Applicant Gender  Female  Male  Non binary  Decline to answer

Do you have children?  Y  N Ages of children?

Applicant Ethnicity	Marital Status	Spouse's Occupation	Spouse City of Employment

### IN CASE OF EMERGENCY DURING FIELD PLACEMENT CONTACT:

Name of Contact	Relationship	Home Phone	Cell Phone

Address	Apt. # (If applicable)	City	State	Zip

### TRANSPORTATION FOR FIELD PLACEMENT INFORMATION

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

If you will not have use of a car, please describe how you plan to get to the field agency, visit clients, etc.

--

DO YOU HAVE KNOWLEDGE OF ANOTHER LANGUAGE?  Y  N

If yes, list the language(s)

Are you fluent in  
Reading:  Y  N Writing:  Y  N Speaking:  Y  N

## 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.

**PLEASE NOTE:** If you are interested in applying to do your internship in your agency of employment, please review the in agency guidelines on the DSWE website, then contact the Field Coordinator as soon as possible at 278-3992 for further information.

### PREVIOUS WORK EXPERIENCE & VOLUNTEER WORK (INCLUDE ALL PRIOR INTERNSHIPS)

	Agency	Dates	Job Title	Paid/Volunteer/Intern
1.				Choose One
2.				Choose One
3.				Choose One
4.				Choose One
5.				Choose One

### UNDERGRADUATE & POST GRADUATE EDUCATION:

	University/College	Major	Date of Degree
1.			
2.			
3.			
4.			
5.			

**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.

Signature

Date

## GEOGRAPHIC LOCATIONS

Many of our placements are in communities throughout the San Joaquin Valley. Below are listed the geographic areas utilized for field internships. List your preferences for at least five (5) 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"/> Dinuba/Reedley <input type="checkbox"/> Fresno & Vicinity <input type="checkbox"/> Madera <input type="checkbox"/> Southwest Valley(Hanford, <input type="checkbox"/> Coalinga) Visalia/Tulare	<input type="checkbox"/> Northfork/Foothills <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"/> Aging/Gerontology  <input type="checkbox"/> Public Child Welfare  <input type="checkbox"/> Corrections/Criminal Justice  <input type="checkbox"/> Health/Medical Social Work  <input type="checkbox"/> Hospice  <input type="checkbox"/> Child/Adolescent Services  <input type="checkbox"/> Other (identify below): <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/> Adoptions  <input type="checkbox"/> Education/Mentoring/Higher Education  <input type="checkbox"/> Alcohol/Substance Abuse (AOD)  <input type="checkbox"/> Community Organization/Outreach  <input type="checkbox"/> Mental Health/Behavioral Health  <input type="checkbox"/> School Mental Health  <input type="checkbox"/> Integrated Care (medical/behavioral health)
---	--



## **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 Graduate 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 Field Practicum 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 may be cause for delay in field placement and will initiate review by the Field Coordinator.
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 employees, field practicums, 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 shall be discussed between the DSWE faculty and approved practicum agencies and their representatives.
4. I understand that several field agencies shall request background investigations, fingerprint checks, physical examinations, TB tests, immunization verification, valid CA. driver's license, etc. as requirements for their placement interview and internship placement process.
5. I shall fulfill the responsibilities of the student intern role, be in compliance with all field policies and procedures as outlined in the Graduate Field Manual and the CSUF University Policies and Regulations outlined in the general catalog. This includes but is not limited to:
  - a) I have completed or will complete by the time I begin my internship, all prerequisites set by DSWE for the field internship. Exception must be 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 approximately 16 (MSW-1) -21 (MSW2) hours a week.
  - 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 the 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 280/281 or SWRK 282/283 (MSW1 or MSW2 field placement 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 Leave of Absences 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 all of the above statements and agreed to comply with all of the above, the university and department policies and procedures, the graduate field manual, and the NASW Code of Ethics. If I am not in compliance with the department's policies and procedures, 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: \_\_\_\_\_**

**Reviewed with 2<sup>nd</sup> year field applicant (Initial/Date)**

**Student: \_\_\_\_\_ // \_\_\_\_\_ Field Coordinator: \_\_\_\_\_ // \_\_\_\_\_**

### **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  
MSWI: Due second Friday in June  
MSWII: Due second Friday in April

**I. Identifying Information:**

Student Name:

Date:

Field Level:  MSWI  MSWII

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. If applicable, identify the unit and/or agency where you have had a prior BA and/or MSW level internship. Provide a brief description of the internship experience, roles undertaken, and skills learned.

### IV.

#### A. Learning Assignments

The Department of Social Work Education provides a learning agreement each semester that outlines the competencies and assignments for all students enrolled in foundation field (SWRK 280 & SWRK 281) and advanced field (SWRK 282 & SWRK 283). The learning agreements can be reviewed in advance on the DSWE website. They can be found in either the MSW1 or MSW2 Field Manual.

#### B. Proposed Internship Experience

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: A limited number of Title IV-E seminars count toward field hours). Field (MSW) seminars do count toward field.

**C. 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>

**V. Terms of In Agency Field Placement for Fresno State 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 arrangement. 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 in agency placement, I understand that new employees (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.

I understand and agree to be in compliance with the Department of Social Work Education Terms of In-Agency Field Placement:

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.

**VI. 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 (1<sup>st</sup> Semester)  BA (2<sup>nd</sup> 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
- b. Use of Supervision
- c. Completion of Assignments

**2. Social Work Practice**

- a. Practice with Clients/Consumers
- b. Practice with Staff
- c. Practice with Administration

**3. Assumption of Professional Responsibility for:**

- a. Skill Development
- b. Assignments
- c. Professional Demeanor

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.

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Student Signature Date

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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: MSW Student

DATE:

STATUS:  BA (1<sup>st</sup> Semester)  BA (2nd Semester)  MSW1  MSW2

PLACEMENT AGENCY

FIELD INSTRUCTOR

FACULTY LIAISON

ACADEMIC ADVISOR

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

- 
- 
- 
-

**Performance Area**

**Current Level of Performance**

**Meets Expected Outcomes**

**Emerging Ability**

**Does Not Meet Expected Outcomes**

**1. Professionalism**

- a. Attendance and Time Management
- b. Use of Supervision
- c. Completion of Assignments

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Social Work Practice**

- a. Practice with Clients/Consumers
- b. Practice with Staff
- c. Practice with Administration

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Assumption of Professional Responsibility for:**

- a. Skill Development
- b. Assignments
- c. Professional Demeanor

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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.	MSW Student will attend internship consistently as scheduled	11/6
2.	MSW Student will report excused absences by 8:00 AM that day	11/6
3.	MSW 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 MSW 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:**

MSW 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.

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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Field Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

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Faculty Liaison Signature \_\_\_\_\_ Date \_\_\_\_\_

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Field Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_