

FRESNO STATE

Social Work Education

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Second Year MSW Field Manual

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Second Year Field Manual

Fresno State

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MSW2 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, 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 you 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 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 skill in agency/community based social work practice.
7. to allow students to practice within an advanced multisystem framework.

The purpose of concurrent practice courses with the internship course is to facilitate the integration of theory and practice. Every effort is made 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 a single, advanced multisystem specialization with three sub-specializations. For the advanced or specialization year, MSW students select one of the following three sub-specializations based on their educational and career interests: 1) Behavioral Health & Integrated Practice (BHIP); 2) School Social Work (SSW, also PPS); or 3) Child Welfare (CW, also IV-E) to prepare students for advanced social work practice. All MSW students take advanced practice courses concurrently with the second-year advanced field placement. The field course syllabi, SWRK 282 and 283, describe 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 strengthen professional development, including advanced understanding and application of social work ethics and values to complex issues and an ongoing commitment to one's own professional growth.
- b. To develop an advanced working knowledge of and ability to assume professional roles and relationships within the multisystem contexts of the individual, families, groups, organizations and communities.
- c. To develop advanced practice skills with individuals, families, groups, organizations and communities and apply a range of theoretically supported intervention strategies at multiple system levels.
- d. To strengthen skill in the evaluation of one's own performance and practice.
- e. To actively and continually integrate advanced multisystem practice knowledge and skill from the classroom into the advanced field practicum.

The specific learning objectives for SWRK 282 and 283 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 that which 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 advanced 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 282 and SWRK 283 during the second year are placed in an agency on assigned days for 21 hours per week. Unit value for the first-year field practicum is four units per semester equal to 300 field hours, or 600 hours per year. MSW students must maintain a 3.0 GPA in order to be eligible for enrollment in SWRK 282 and 283

Early in each semester of field internship, the student develops an Advanced Learning Agreement, which is reviewed and signed by the field instructor and the faculty liaison. The Advanced 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 level of 3 or above 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 282/283.
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.

Advisory Committee: Field Review and Certification Committee

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

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

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

Procedures: The committee will develop its own procedures and schedules of meetings as is needed to carry out its responsibilities. The committee will form subcommittees and individual members will be assigned to chair the subcommittees as needed. Committee members may ask or may be asked to participate in on-site visits including meetings with field instructors, supervisors, agency representatives and students.

Faculty Liaison 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. Encourages an advanced multisystem framework perspective by the student and field instructor.
11. 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, especially an advanced multisystem perspective.

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, emphasizing an advanced multisystem perspective. 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

Advanced Multisystem Specialization: One specialization (three sub-specializations)

The MSW Program has only one area of specialized practice: Advanced Multisystem. Multisystem has been chosen as our specialization because we believe it to be the best-suited to our context in the central valley of California, preparing versatile social work leaders with an understanding of urban and rural service needs who can work effectively for positive change within and across systems in a variety of practice settings in a diverse and multicultural setting.

This approach is applied in the final year of the program in the two-year MSW program (At the moment MSW does not have an advanced standing program; all students must take the MSW Generalist Curriculum even if they have a BSW). The program has only one option. Under this specialization, the program has three sub-specializations (two of which are grant-based). While these sub-specializations support students more interested in certain fields of practice, the entire curriculum in the Specialization Year employs the Advanced Multisystem approach.

Area of Specialized Practice #1: Advanced Multisystem

The MSW Program's area of specialization builds on generalist practice in its single program option. The Advanced Multisystem approach builds upon the Generalist Curriculum. The Advanced Multisystem approach advances the Generalist approach. It focuses on person in the environment and teaches students to look at all systems when providing services, while employing more advanced knowledge and skills.

The multisystem approach recognizes that social problems have their origins in interconnected systems; effective intervention or considerations for the interventions most often occur at multiple levels, sometimes even simultaneously. These systems of intervention include individual, family, group, organization, and community systems or micro, mezzo and macro levels. Advanced Multisystem social workers are trained to work at individual, family, groups, organizations and communities in their advanced year. Sometimes practitioners most often assume multiple and even varied roles (such as therapist, broker, advocate, enabler, mediator, lobbyist and conferee) and may work in different areas of practice, yet as advanced multisystem trained social workers, regardless of the field of practice or role, they are trained to look multiple systemic levels and multiple intervention systems.

Thus, while roles are chosen in response to client needs and situational requirements, students are trained to delve deeper and consider all levels when providing services in any setting. It advances the generalist emphasis on engaging in diversity in their practice and advocating for human rights and social and economic justice. The Advanced Multisystem approach requires students to apply culturally responsive and anti-oppressive lens to services. The approach also incorporates advanced knowledge and principles/values of social justice, diversity, empowerment, leadership, and dialog into practice approaches within multiple systems. These values overarchingly guide our efforts when working within these multiple systems.

As explained in the specialized competencies of the DSWE MSW Program, social justice refers to engaging in and promoting fair and equitable treatment of all people, all the time, in all places. Diversity refers to the ability to demonstrate respect for differences and practice inclusion at all system levels. Empowerment refers to leveraging shared resources to facilitate capacity building and promote human rights. Leadership refers to the ability to promote forms of leadership that practice the qualities of humility, integrity, teamwork, respect, pro-action, critical thinking, and empathy. Dialogue refers to the

ability to facilitate interactions in which individuals and communities are invited to listen and speak authentically, respectfully, and boldly. According to the MSW program philosophy, the program promotes advanced multisystem intervention using these underlying principles to guide them at all levels. The Advanced Multisystem approach embraces the strengths and resiliency of all human beings at a deeper level, by using values of empowerment, diversity, social justice, dialing and leaderships, in addition to anti oppressive and culturally responsive frameworks. The program has a strong emphasis on research and evaluation at multi levels.

Why the Multisystem Approach

The Multisystem approach is necessary to effectively and justly meet the needs of the Central Valley community. The MSW program's specialization in advanced multisystem social work practice incorporates the principles of social justice, and diversity and cultural competence into practice approaches within an ecological perspective. The advanced multisystem specialization provides the knowledge and skills which enable the practitioner to recognize and focus on a large number of factors, each embedded within the next, in a multidimensional matrix of sometimes contrasting and competing practice demands. It prepares our graduates for advanced autonomous practice wherein, taking an ecological perspective, interventions with multiple systems are made in an integrated, multidimensional response to presenting needs. This approach is necessary as the Central Valley has a larger concentration of vulnerable population (majority immigrant populations), high poverty rates and elevated contexts that create discrimination and oppression. Therefore, it is necessary for students to have a broader understanding. For example if a client comes into an agency complaining of depression and the clinician only looks at the problem at a micro perspective, the client may only receive an individual intervention directed at cognitive and behavioral changes. Yet, if we dig deeper and find out the client's family was deported, and that client is alone with no support systems, then the services provided need to be expanded and or changed. At the heart of our curriculum, this focus is emphasized as a culturally responsive and anti-oppressive approach. The multisystem approach is infused in every class where root causes are assessed to obtain deeper understanding of social and environmental problems.

Specialization Components

Under this larger framework of the Multisystem specialization, the program has three different sub-specializations: Behavioral Health and Integrated Practice (BHIP), School Social Work (SSW), and Title IV-E Child Welfare (CW).

These are sub-specializations under the larger Advanced Multisystem approach. Students take only two specific classes in their respective sub-specializations, that account for 6 credit hours (a sub-specialization class on Policy and Theory related to sub-specialization practice, and Practice classes related to sub-specialization), out of 30 credit units in the advanced year (see below the class structure). Three sub-specialization classes have *similar* embedded common assignments that measure the advanced competencies in a similar manner across the three sub-specialization classes. All sub-specializations train students to practice utilizing a multisystem lens to identify and tackle problems. In field placement settings, the assessment of competency requirements remains the same for all students. And all students are expected to apply the advanced multisystem approach to problem identification and service delivery regardless of their sub-specialization (In fact, BHIP and PPS students can be placed in same field placements in school settings. Additionally, SSW students can take BHIP sub-specialization classes).

Sub-specialization 1: The BHIP Sub-specialization is designed for those interested in careers in behavioral health in hospitals, school social work, or other related fields of practice. This sub-specialization is based on 4-year federal grant funded under Health Resources and Services Administration (HRSA-21-089). The BHIP students are assigned to the BHIP sub-specialization by virtue of the decision to participate in the BHIP sub-specialization. There are usually limited BHIP sub-specialization seats for the BHIP students, and they go through a selection process. This project helps to remedy the behavioral health shortage through providing stipend support to produce *clinical social workers* well trained to deliver culturally responsive services to Hispanic and Hmong populations in the

region. Students receive a \$10,000 stipend in their specialization year. All content is delivered within a multisystem context that addresses multilayer culturally sensitive needs and teaches anti-oppressive frameworks to support effective behavioral health intervention with Latino and Hmong communities.

- Sub-specialization 2: The School Social Work (SSW) Sub-specialization is aligned with the requirements for the Pupil Personnel Services (PPS) credential in school social work and child welfare and attendance. The SSW students are assigned to the SSW sub-specialization by virtue of the decision to participate in the SSW sub-specialization. It is geared for those interested in school-based practice in CA public K-12 schools. The SSW/PPS credential program takes a multisystem approach by preparing social workers to "perform services to children, parents, school personnel and community agencies to promote a school environment responsive to the needs of children and to plan educational programs which will prepare children to function in a culturally diversified society" (CA Ed Code 44046). The curriculum is designed for the multisystem approach to thinking and skills.
- Sub-specialization 3: The Title IV-E Child Welfare (CW) program has been implemented to prepare undergraduate and graduate students for work in public child welfare. The Title IV-E Child Welfare Program provides funds to full-time and part-time social work students who are preparing for careers directed toward child welfare practice in publicly supported social services and Tribal agencies. MSW students pursuing CW sub-specialization are provided two years of support (financial support is also provided for the first year of the program). Students receive a stipend of \$18,500 annually for a total of \$37,000. Members of ethnic, racial, and cultural minority groups living under vulnerable conditions constitute an increasing portion of the clientele of the child welfare system in the Central Valley. Additionally, P.L. 96-272 (1980) established a focus on keeping children in their homes and on permanency planning, in an effort to break the cycle of multiple foster homes for dependent children. This change necessitates students to learn multisystem thinking and viewing of problems and intervention and prevention skills in culturally responsive ways with deeper understanding of social justice, diversity, empowerment, leadership, and dialog with families and communities. In addition to mastering new intervention modes, students who enter public social welfare practice need multisystem analysis skills to play significant roles improving the structure and design of agencies and service programs.

Theoretical Frameworks

The theoretical underpinnings of the Advanced Multisystem approach include systems and ecological perspectives, anti-oppressive, multicultural perspectives, empowerment and strengths perspectives, family systems theories, social constructivism, and feminist theories and their concepts are incorporated across all three sub-specializations. The participatory education model described by Freire (1970) in *Pedagogy of the oppressed* is also an integral component of the MSW Program's core philosophy of pedagogical practice. These concepts are taught first in the first year, and students learn to apply them in various contexts and in conjunction with other intervention and prevention theories in their specialization year. In the specialization year, all theoretical frameworks are discussed in relation to advanced multisystem framework application. Theory is discussed at all levels of systems and students are taught to integrate theories within the multisystem lens to apply them to micro, mezzo, and macro contexts.

The DSWE MSW Program Specialization Year Curriculum Structure

DSWE's master's program overall is a 60-credit program, where 30 credits of those are required in the specialization year. Specialized practice classes are offered on Tuesdays and Thursdays, and two sections are typically offered at night to accommodate part-time students and full-time students who are working, and one section is offered during the day. This composition may vary depending on the cohort needs. Applications for new cohorts are due January 30th and new cohorts start in August, in the Fall semester.

Currently, the DSWE does not have advanced standing and has a two-year program where specialized practice courses are offered in the second year.

The following classes are required in the following order to complete the program and obtain a MSW.

Fall of specialization year

SWRK 223: Practice with Individuals and Families (3) (Fall)

SWRK 262: Research Methods (3) (Fall)

SWRK 292: Seminar in Thesis/Project (2) (fall)

SWRK 282: Advanced Field Instructed Practice I (4) (Fall)

Sub-specialization I Class options (Fall) (Students can chose one sub-specialization course)

SWRK 264: Advanced Policy, Theory, and Practice in Behavioral Health and Integrated Practice Sub-specialization I (Fall)

SWRK 274: Advanced Policy, Theory, and Practice in Schools Sub-specialization I (Fall)

SWRK 278: Advanced Policy, Theory, and Practice in Child Welfare Sub-specialization I (Fall)

Spring of Specialization year

SWRK 248: Practice with Organizations & Communities (3) (Spring)

SWRK 298: Project or 299: Thesis (2) (Spring)

SWRK 283: Advanced Field Instructed Practice II (4) (Spring)

Sub-specialization II Class options (Spring) (Students can chose one sub-specialization course)

SWRK 265: Advanced Practice in Behavioral Health and Integrated Practice Sub-specialization II (Spring)

SWRK 275: Advanced Policy, Theory, and Practice in Schools Sub-specialization II (Spring)

SWRK 288: Advanced Policy, Theory, and Practice in Child Welfare Sub-specialization II (Spring)

Full- and part-time schedules follow to show how students progress through their Generalist (Foundation) and Specialization (Advanced) coursework.

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 advanced multisystem 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 internship.
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 of 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 our multisystem 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 second-year field practicum is undertaken three days per week in the fall and spring 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 learning agreements in the field practicum are developed in conjunction with concurrent 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. 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/MSW2 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 employee's workload will be reduced commensurate to the amount of time required for field practicum.
5. Field practicum assignments must be in a different program or service area than the student's current or previous work, internship, or volunteer experience;
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 or undergraduate student is concurrently enrolled:
 - a. Undergraduate: SWRK 180/181 (Macro) and SWRK 182/183 (Micro)
 - b. MSW1: SWRK 280/220/210 and SWRK 281/221/222/211 (foundation practice)
 - c. MSW2: SWRK 282/223/Sub-specialization I and SWRK 283/248/Sub-specialization II

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

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

The placement process for MSW2 students occurs in the spring. The process is as follows:

1. Prior to placement each student will complete a second-year field placement application which will include identifying a sub-specialization.
2. Each student will identify career and learning objectives and interests. The Field Coordinator will use the information provided on the application to facilitate placement selection and assignment.
3. Each agency will be notified of the name of the student referred for an interview.
4. Student will interview at a placement agency that fits their learning needs and interest.
5. Once a second-year placement is confirmed by the student and agency, the Field Coordinator will notify all students and agencies by electronic mail of their assigned field placement for the second year. The assignment attempts to place all students in accordance with department placement procedures. It does not guarantee that a student will be accepted for placement.

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 21 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 282/283 (field placement) concurrently with SWRK 223/248 (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:

Each spring, the field placement process is initiated by providing information for all first year MSW students. The first step, 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 next step in the process requires the student to meet with his/her academic advisor to assess eligibility for field placement. An advising form is completed in which the advisor makes a recommendation regarding student eligibility. Students who are determined to be eligible forward the advisor recommendation to the Field Coordinator along with a typed field practicum application. The Field Coordinator then reviews the eligibility application for final approval. Once approval is completed, an appointment for a field placement interview with the Assistant Field Coordinator is scheduled.

The initial, individual field placement interview with the Field Coordinator is scheduled in early spring. 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 Undergraduate Coordinator and review your General Education status. You and your advisor must complete the "Review of Academic Eligibility for SWRK 282" (Field Internship Form) your faculty advisor's signature indicating that you are eligible for field is required.
- b. Complete the SWRK 282/283 application form and make an appointment for a field placement interview in the Social Work office. The application must be typed. The completed SWRK 282/283 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 248

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 181-I, 182-I and SWRK 280, 281, 282 & 283)

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

Medical facilities that must be used:

First Aid:

Fresno State University Health Center

Phone: (559) 278-2734

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

Limited Services 12:00-1:00pm

NOTE: Medical assistance limited to first aid treatment

Advanced Care:

Saint Agnes Occupational Health

7202 N Millbrook Ste 108, Fresno, CA 93720

Phone: (559) 450-7777

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

Saint Agnes Occupational Health - Northwest

4770 W Herndon Suite 110 Fresno CA 93722

Phone: (559) 450-6340

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

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

Emergency Care & After Hours Care:

St. Agnes Medical Center

1303 E. Herndon Avenue, Fresno, CA

Phone: (559) 450-3205

Hours: 24 hours daily

(If seriousness of injury requires, call 911)

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

DOCUMENTATION

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

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

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

Procedures for Incidents Involving Students (No Injury to Student)

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

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

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. Provide multi-stage learning experiences where and when feasible. Learning stages begin with entry level experiences and progress to meet the particular needs of the individual student.
- f. 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.
- g. Do not require students to participate in learning tasks if the student does not feel safe.
- h. Not decrease the number of regular staff when a student has been placed for field instruction.
- i. Notify the Field Liaison and Field Coordinator immediately when serious problems with a student are indicated; and provide prompt written notification and justification for asking a student to leave, or be removed from, the agency.
- j. Notify the Field Liaison and Field Coordinator immediately of any injury to student while in

field or incident involving the student that may have implications for his/her liability.

2. Rights

- a. Upon meeting and interviewing the student, agencies can refuse to accept him/her for an internship for reasons pertaining to personality conflicts or educational inappropriateness. For example, a student lacks sufficient skill and knowledge to undertake the beginning tasks of the agency. (If issues are identified after the internship has begun and 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 282 and 283, Field Instructed Practice and Field Instructed Practice II, require the student to be in the field 21 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 21 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 300 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 specific 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 that limited educational seminars related to programs such as Title IV-E count for internship hours.***
6. Adhering to the hours established for employees of the agency (usually 8:00 a.m. to 5:00 p.m. with an hour for lunch, but some agencies have adjusted their 8-hour day in varying ways and a few private agencies have shorter time requirements.) In some residential facilities and voluntary agencies, staff schedules are adjusted to ensure 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 and accurately record attendance.
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 282/283) or the concurrent practice classes (SWRK 223, 228, Sub-specialization I and Sub-specialization II) 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. Students who are certified as disabled through CSUF Office of Services to Students with Disabilities are responsible for registering

SWRK 282 or SWRK 283 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/ehsrm/riskmgt/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:
 - a. 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.
 - b. 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. In addition to stipends student may qualify for 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 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: Student Roles, 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.
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

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 Field Internship 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 end of each semester. The standard of performance on final evaluations is Meets Expected Outcomes or higher rating (4=Exceeds, 3= Meets) on more than 80% 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 is a requirement of all students in the MSW program, dismissal from the program 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 for cause that warrants immediate dismissal.
3. 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.)
4. 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 and recommend actions ranging from replacement to dismissal from the program.

There is no guarantee that a suitable internship will be identified, available and willing to accept the student. Students who are unable to continue with the field internship 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 issues and behaviors interfere with acceptable practice and professional conduct. If, after review by department faculty, the student is deemed unsuited to the social work profession, the student will be dismissed from the program. The student will not be reinstated until he/she presents evidence of having changed the behavior(s) at issue and can show that he/she can maintain the new behaviors.

California law, under Title V, grants the Department the discretion to determine the following: *Only those applicants who show promise of success and fitness will be admitted to graduate degree curricula and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in such curricula (5 CCR § 41011). Failure to maintain appropriate “fit” with departmental standards can result in nonacademic dismissal.*

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 second year of field placement is one part of the second-year specialization curriculum of the MSW program. The program has one specialization: Advanced Multisystem Perspective. Under that there are three sub-specializations. Second year MSW field students select one of the three sub-specializations: Child Welfare (CW); School Social Work (SSW); or, Behavioral Health and Integrated Practice (BHIP). Students will concurrently enroll in advanced practice classes for all MSW students (SWRK 223 and SWRK 248) as well as the advanced Advanced Multisystem Approach classes for their sub-specialization (SWRR 264/274/278-Fall; SWRK 265/275/288-Spring). The concurrent field placement model is designed to provide the opportunity for students to apply advanced classroom theory (systems, empowerment, learning and conflict theories), as well as knowledge and skill to advanced practice at multiple system levels. All students learn Advanced Multisystem content related to their practice of focus. MSW2 students in the nine competency areas that are required of all accredited social work programs.

The specialization year learning agreement template is housed on IPT 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. MSW2 students are required to complete the first semester sub-specialization learning agreement, SWRK 282, and the second semester learning agreement, SWRK 283, using the format in this section of the manual. Both learning agreements include the following components.

1. Semester – Include the year in which you are enrolled in SWRK 282 or SWRK 283.
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 21 hours per week normally Monday, Wednesday, and Friday. 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 MSW2 students in the designated sub-specialization and are expected to be satisfactorily completed by the end of the semester.
8. What the Agency Agrees to provide – Include additional items under “Other” and be certain that the field instructor initials each item.

**SWRK 282 - Fall
Advanced Field Instructed Practice****Advanced Learning Agreement****Student Information:**

FIRST NAME	LAST NAME	CAMPUS EMAIL ADDRESS	
STREET ADDRESS	CITY	ZIP CODE	PREFERRED PHONE NUMBER
FIELD PLACEMENT SCHEDULE	WINTER BREAK SCHEDULE		
ACADEMIC ADVISOR	PHONE	EMAIL ADDRESS	

Agency Information:

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

Field Supervision:

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

NAME OF BACKUP EMERGENCY SUPERVISOR OR PLAN

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

Agency Overview:

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

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	Learning Agreement Assignment
1. Demonstrate understanding of policies, laws, regulations, and ethical guidelines to guide their practice.	Apply relevant federal and state laws/regulations such as HIPAA and the NASW Code of Ethics as a part of service delivery to a minimum of 2 clients/constituents. Maintain professional boundaries in your practice with clients/constituents and as a member of an interprofessional team.
2. Demonstrate the ability to make sound ethical decisions, using professional and peer consultation as needed. Identify a current/potential ethical dilemma in your practice setting.	Present a summary of the situation in supervision and/or in field seminar. Engage in critical analysis and consultation to demonstrate sound decision-making.
3. Use reflexivity and anti-oppressive strategies to maintain awareness of how practice at one level impacts practice at other levels.	Discuss in supervision a minimum of 2 examples of bias or countertransference with clients/constituents that are ethnically/culturally different from you. Use self-reflection and consultation to make adjustments to your practice.
4. Participate collaboratively as a member of interprofessional teams.	Participate in a minimum of 2 interprofessional team meetings within the agency or in the community (e.g., task, direct practice, community collaboration).
5. Apply the values of social justice and dignity and worth of the person in oral, written, and electronic communication to support practice outcomes.	Complete oral, written and electronic communication and record keeping in accordance with agency policy and professional standards to promote client/constituent safety and to protect confidentiality.

Competency 2: Engage Diversity and Difference in Practice

Behaviors	Learning Agreement Assignment
1. Recognize the social, historical, and cultural context and their positionality when working with clients and constituencies.	Work with a minimum of 2 clients/constituents culturally different from you. Discuss in supervision your understanding of identified differences and their impact on your practice.
2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences.	Work with a minimum of 2 clients/constituents culturally different from you while demonstrating cultural humility. Complete a process recording to facilitate reflection and feedback.
3. Choose practice models at all system levels that incorporate a critical understanding of intersectional identities in shaping life experiences.	Complete the Implicit Bias test at https://implicit.harvard.edu/implicit/takeatest.html and identify how the findings frame your understanding of yourself and your work with a minimum of 2 different clients/constituents.
4. Analyze the complex life stories of clients and constituencies using the lens of intersectionality and other critical theories.	Interview a client/constituent representing 2 different groups: (i.e., low income; homeless; substance use concerns; mental health concerns; LGBTQ+.)

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

Behaviors	Learning Agreement Assignment
1. Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities.	Identify how the lack of access to resources such as healthcare and housing impacts 3 of your assigned clients/constituents as well as the community at large.
2. Demonstrate that their practice is grounded in the belief 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.	Identify 3 specific interventions provided that addressed fundamental human rights such as freedom, safety, privacy, an adequate standard of living, and health care.
3. Choose practice models based on a critical understanding of social, economic, and environmental justice to advocate for human rights at multiple system levels.	Identify and apply 2 practice models that would be employed to advocate for human rights at the micro, mezzo and macro level(s) for clients/constituents served.
4. Apply up-to-date theories and strategies geared toward today's globalized, digital environment to advance social, economic, and environmental justice at multiple system levels.	Utilize in practice a minimum of 2 of the following theories to advance social, economic, and environmental justice at multiple system levels: Organizational Learning; Community Organization; Social Learning; Management; Empowerment; Conflict; and Systems Theory.

Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry.	Addressed in SWRK 292. In chapter 1 of their project or thesis, students complete a section that discusses social work ethics in relation to the research or project they are doing and discuss findings in field.
2. Conduct research that is grounded in a commitment to social work values including dignity and worth of the person, social justice, diversity, and empowerment.	Addressed in SWRK 292. Students include a section in chapter one of their project or thesis that discusses the participants in their research or the individuals who may be involved or impacted by their projects and discuss research implications in field setting.
3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.	Complete an assessment and service plan on a client/constituent utilizing client/constituent and agency feedback, theory and applicable research.
4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.	Read 1-2 research articles directly related to service delivery at your placement setting and plan with FI how to implement the findings with specific clients/constituents.
Competency 5: Engage in Policy Practice	
Behaviors	Learning Agreement Assignment
1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.	Identify and discuss with FI the strengths, weaknesses, ethical issues and unintended consequences of a current health policy or law that directly impacts your agency and/or clients/constituents such as mandated health insurance coverage for California residents, healthcare insurance costs or co-pays, and disparities among healthcare coverage for different populations, and MHSA. The policy/issue being targeted must be a social justice issue, either in relation to a vulnerable population or a social problem.
2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.	Attend at least 2 different interprofessional community meetings approved by the FI and led by professionals from different disciplines. Compare and contrast their respective leadership styles and discuss with FI in supervision considering the following topics: humility, integrity, teamwork, and respect.
3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.	Identify 3 ways in which a proposed agency-related policy may impact human rights, economic equity, and social and environmental justice and discuss in supervision.
4. Demonstrate the ability to work with diverse stakeholders at the local, state, and/or federal level to develop, advocate for, implement and evaluate policies that promote human well-being, improved social services, and a more equitable society.	Attend a community meeting with stakeholders at the local, state, and/or federal level where policies impacting the agency or clients/constituents are being discussed. Note 3 key observations and options for interventions at various levels.
Competency 6: Engage at Multisystem Levels	
Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of the main components of the engagement process by attending to non-verbal and verbal communication and relevant cultural factors when using appropriate interviewing approaches.	Complete and review with FI one process recording of your initial/introductory contact with a newly referred client/constituent and reflect on your engagement skills.
2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation.	Develop rapport with a minimum of 2 clients/constituents who are ethnically/culturally different from you.
3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies.	Discuss with FI how to best engage 2 specific clients/constituents in light of their cultural/ethnic identities while evaluating the strengths, weaknesses and assumptions of alternate approaches.
4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically.	Interact with members of the interprofessional team demonstrating professional social work interaction to facilitate joining.
Competency 7: Assess at Multisystem Levels	
Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment.	Consult with members of the interprofessional team as well as informal and formal/professional caregivers as part of formulating an appropriate assessment for a minimum of one client/constituent.

2. Assess clients and constituencies in a manner that conveys empathy.	Reflect on a client/constituent assessment. Identify how empathy was conveyed.
3. Critique the strengths, weaknesses and assumptions of models of assessment in terms of their practical and cultural applicability with diverse clients and constituencies.	Identify the strengths and limitations of 2 different assessment models (MDA, MSE, PIE) with special consideration of telehealth and the applicability to diverse clients/constituents.
4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually-agreed upon intervention goals.	Work with members of the interprofessional team to conduct a multidimensional assessment of at least 2 different clients/constituents. Develop a strength-based service plan consistent with goals of the client/constituent.

Competency 8: Intervene at Multisystem Levels

Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of the impact of trauma and other lived experiences on the intervention process.	Provide trauma-sensitive care to 2 diverse clients/constituents utilizing appropriate trauma-informed interventions.
2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies.	Identify 3 culturally responsive, evidence-informed strategies and apply to assessment and intervention with clients/constituents.
3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and constituencies.	Discuss with FI the impact of regulations and laws on a minimum of 2 clients/constituents from different backgrounds. (i.e., Informed Consent, Advanced Healthcare Directives, Release of Information, and Caregiver Affidavits).
4. Provide advanced interventions at multiple system levels to address the identified needs of diverse clients and constituencies.	Utilize advanced and appropriate interventions with 2 diverse clients/constituents whose needs require interventions at the micro, mezzo and macro levels.

Competency 9: Evaluate Practice at Multisystem Levels

Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of tools of practice evaluation.	Research the evaluative tools currently used at the different system levels in the agency to evaluate the effectiveness of delivered services. Explore the rationale for the utilization of the specific tool(s).
2. Select culturally-responsive evaluation strategies based on assessment, values and preference of clients and constituencies.	Identify one tool which is culturally-responsive and apply it to a specific client/constituent after consultation with FI.
3. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Identify the strengths, weaknesses and assumptions of at least 3 models and tools for evaluating practice with diverse clients/constituents.
4. Conduct formal and informal evaluations of their practice at multiple system levels.	Plan with FI how to elicit evaluative feedback from a specific client/constituent. Complete a process recording and review with FI for a session which includes client/constituent feedback.

The Agency Agrees to Provide:

1. Appropriate learning assignments as required for SWRK 282.
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:

Signatures:

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



**SWRK 283 - Spring
Advanced Field Instructed Practice**

Advanced Learning Agreement

Student Information:

FIRST NAME	LAST NAME		CAMPUS EMAIL ADDRESS
STREET ADDRESS	CITY	ZIP CODE	PREFERRED PHONE NUMBER
FIELD PLACEMENT SCHEDULE		WINTER BREAK SCHEDULE	
ACADEMIC ADVISOR	PHONE	EMAIL ADDRESS	

Agency Information:

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

Field Supervision:

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

Agency Overview:

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

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	Learning Agreement Assignment
1. Demonstrate understanding of policies, laws, regulations, and ethical guidelines to guide their practice.	Continue to apply agency related federal and state laws as well as regulations and the NASW Code of Ethics to a minimum of 2 client/constituent cases incorporating areas such as suicide risk assessment/safety planning and mandated reporting of abuse/neglect of minor or elder/dependent adult.
2. Demonstrate the ability to make sound ethical decisions, using professional and peer consultation as needed. Identify a current/potential ethical dilemma in your practice setting.	Identify an ethical dilemma in at least 2 of the system levels in your practice setting. Apply relevant policies and models for ethical decision making. Present a summary of the situation to your FI in supervision, including the specific ethical standards that apply to this situation. Engage in critical analysis and consultation to demonstrate sound decision-making.
3. Use reflexivity and anti-oppressive strategies to maintain awareness of how practice at one level impacts practice at other levels.	Identify a minimum of 2 examples of your use of self-reflection to recognize bias and/or oppressive practices that directly involve your client/constituent (i.e. inpatient, outpatient, community practice, policies, regulations) to support adjustments in your practice.
4. Participate collaboratively as a member of interprofessional teams.	Present at least 2 cases in interprofessional team meetings incorporating multisystem levels of intervention or impact on client/constituent/caregiver.
5. Apply the values of social justice and dignity and worth of the person in oral, written, and electronic communication to support practice outcomes.	Continue to complete oral, written and electronic communication and record keeping in accordance with agency policy and professional standards to promote client/constituent safety and to protect confidentiality.

Competency 2: Engage Diversity and Difference in Practice

Behaviors	Learning Agreement Assignment
1. Recognize the social, historical, and cultural context and their positionality when working with clients and constituencies.	Utilize understanding of diversity and difference to advocate in a minimum of 2 situations for more culturally responsive services at the micro, mezzo and macro levels.
2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences.	Work with a minimum of 2 clients/constituents and engage in cultural humility through on-going self-reflection and use of feedback.
3. Choose practice models at all system levels that incorporate a critical understanding of intersectional identities in shaping life experiences.	Identify components of intersectional identities for a minimum of 2 different clients/constituents.
4. Analyze the complex life stories of clients and constituencies using the lens of intersectionality and other critical theories.	Using an intersectionality lens, interview a client/constituent from 2 of the following groups: substance use concerns; mental health concerns, criminal justice involvement, conflict within the family, dependent adult, serious chronic or terminal illness.

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

Behaviors	Learning Agreement Assignment
1. Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities.	Identify the impact of unjust distribution of resources on a minimum of 2 specific clients/constituents.
2. Demonstrate that their practice is grounded in the belief 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.	Identify real or potential human rights issues with a minimum of 2 clients/constituents. Discuss their impact/potential impact in supervision and implement a plan to address them.
3. Choose practice models based on a critical understanding of social, economic, and environmental justice to advocate for human rights at multiple system levels.	Identify a minimum of one client/constituent and one family/group in need of advocacy at multiple system levels to effectively exercise their human rights. Plan your advocacy intervention in supervision prior to intervening.
4. Apply up-to-date theories and strategies geared toward today's globalized, digital environment to advance social, economic, and environmental justice at multiple system levels.	Identify at least one issue impacting agency clients/constituents and analyze how one could apply current theories and strategies toward social, economic, and environmental justice at multiple system levels.

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

Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry.	Discuss with FI how research is ethically conducted related to clients/constituents or services that directly impact your placement.
2. Conduct research that is grounded in a commitment to social work values including dignity and worth of the person, social justice, diversity, and empowerment.	Addressed in SWRK 298/299. Students include a section in their chapter 5 discussion for thesis or chapter 3 in projects that discusses the implications for social work and how their work addresses issues of diversity, dignity and worth of the person, social justice, and empowerment, addressed in field.
3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.	Identify an interdisciplinary practice concern and propose a plan to research it further to address the concern.
4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.	Read a minimum of 2 research articles related to service delivery at your placement setting and plan with FI how to implement the findings at the mezzo and micro levels.

Competency 5: Engage in Policy Practice

Behaviors	Learning Agreement Assignment
1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.	Identify a minimum of 2 specific social policies or laws that directly impact your agency and/or clients/constituents such as POLST, Presley Legislation, California Healthcare Decisions Law, clients' rights to access and modify records, caregiver affidavits, and/or utilization of DSM diagnoses. Identify strengths, weaknesses, ethical implications and unintended consequences of these policies/laws.
2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.	Attend a minimum of 2 different interprofessional agency meetings led by professionals from different disciplines. Compare and contrast their respective leadership styles and discuss with FI in supervision while considering the following values: humility, integrity, teamwork, and respect.
3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.	Attend a decision-making meeting regarding a proposed macro policy that may impact human rights, economic equity, and social and environmental justice for agency clients/constituents or the surrounding community.
4. Demonstrate the ability to work with diverse stakeholders at the local, state, and/or federal level to develop, advocate for, implement and evaluate policies that promote human well-being, improved social services, and a more equitable society.	Participate in a community meeting with stakeholders at the local, state, and/or federal level where policies impacting the agency or clients/constituents are being discussed. Discuss this participation with FI.

Competency 6: Engage at Multisystem Levels

Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of the main components of the engagement process by attending to non-verbal and verbal communication and relevant cultural factors when using appropriate interviewing approaches.	Complete one process recording of the beginning of a multidimensional assessment with a client/constituent whose ethnic/cultural identity is different than you. Identify approaches used to engage effectively.
2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation.	Participate in a minimum of 2 team meetings to thoughtfully engage with diverse team members.
3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies.	Engage with a minimum of 2 clients/constituents whose cultural/ethnic identity is different than yours while demonstrating cultural humility. Identify the strengths and limitations of various engagement strategies.
4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically.	Plan and implement an intervention to facilitate clients/constituents sharing and to practice attentive listening.

Competency 7: Assess at Multisystem Levels

Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment.	Consult with members of the interdisciplinary team as well as informal and formal/professional caregivers as part of formulating an appropriate multidimensional assessment for a minimum of 2 client/constituents.

2. Assess clients and constituencies in a manner that conveys empathy.	Review with FI the written multidimensional assessment for a minimum of 2 clients/constituents to explore the ways in which empathy for client/constituent and his/her family/social group is demonstrated in practice and documentation.
3. Critique the strengths, weaknesses and assumptions of models of assessment in terms of their practical and cultural applicability with diverse clients and constituencies.	Apply at least 2 different assessment models (Multidimensional Assessment, PIE, MSE) for a minimum of 2 different clients/constituents from different cultural backgrounds.
4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually-agreed upon intervention goals.	Work with members of the interdisciplinary team to complete a multidimensional assessment for a minimum of 2 different clients/constituents from different cultural backgrounds. Develop service plans consistent with goals of the client/constituent incorporating interventions at the micro, mezzo and macro levels.

Competency 8: Intervene at Multisystem Levels

Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of the impact of trauma and other lived experiences on the intervention process.	Provide trauma-sensitive services for a minimum of 2 clients/constituents who are culturally different than you while utilizing appropriate interventions
2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies.	Apply culturally responsive, evidence-informed strategies in assessment, treatment and documentation for a minimum of 2 clients/constituents.
3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and constituencies.	Provide services for a minimum of 2 clients/constituents from different backgrounds and discuss with FI how you incorporated cultural sensitivity within applicable regulations and laws (i.e., Informed Consent, Advanced Healthcare Directives, Release of Information, Caregiver Affidavits).
4. Provide advanced interventions at multiple system levels to address the identified needs of diverse clients and constituencies.	Provide advanced interventions for a minimum of 2 clients/constituents who are culturally different than you and whose needs require interventions at the micro, mezzo and macro levels by utilizing appropriate interventions.

Competency 9: Evaluate Practice at Multisystem Levels

Behaviors	Learning Agreement Assignment
1. Demonstrate advanced understanding of tools of practice evaluation.	Discuss with FI the survey process (i.e., CMS, DHS, JCAHO) and participate in data collection/survey readiness processes.
2. Select culturally-responsive evaluation strategies based on assessment, values and preference of clients and constituencies.	After consultation with FI, identify at least one tool which is culturally-responsive and apply the tool in your work with a specific client/constituent to evaluate practice.
3. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Identify the strengths, weaknesses and assumptions of a minimum of 3 evaluative models and/or tools for evaluating multisystem practice with a minimum of 2 diverse clients/constituents.
4. Conduct formal and informal evaluations of their practice at multiple system levels.	Plan with FI how to elicit evaluative feedback from a minimum of 2 members of the interprofessional team (one of whom is from a non-social work professional).

The Agency Agrees to Provide:

Field Instructor Initials:

1. Appropriate learning assignments as required for SWRK 283.
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:

Signatures:

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

Field and Course Aligned Activities

In the specialization year, students have several opportunities to integrate theory into their field work. The CSUF MSW program has a concurrent field model and students take classes concurrently so faculty are given ample opportunities to bring their field discussions into the classroom. As a result, theory from several class activities and assignments is applied to field scenarios. The following are two such examples.

1. Example One: Multisystem Specialization: The purpose of the current assignment is for students to present diverse case scenarios from their field placement using advanced multisystem concepts, relevant modalities and theories.

Title of the activity: Case Presentation

Theories taught: Ecological systems theory, Advanced Multisystem perspective, Trauma Informed Care Perspective, Intersectionality Theory, Theories of Diversity and Oppression

Courses title: Sub-specialization classes SWRK 265, SWRK 275, SWRK 288

Explanation of how this assignment connects: This assignment requires students to choose a client situation from their field placement. They must use and apply into common assignment guidelines from the three courses listed above to connect the selected client situation to and Competency 2 from a multisystem perspective employing the above-listed theories. This assignment requires students to integrate field and course work.

2. Example Two: Multisystem Specialization: In SWRK 248 Students are asked to attend a social action event related to their field placement and assess and discuss this event in class from the multisystem perspective using systems theory, conflict theory and social action theories.

Title of the activity: Social Action Event Participation and Multisystem Perspective Application

Theories taught: Multisystem perspective, systems theory, conflict theory, and social action theory

Courses title: SWRK 248

Explanation of how this assignment connects: This class activity required of all students allows students to attend a social action event through their field placement and assess the event using the multisystem perspective, systems theory, conflict theory and social action theory. Thus, this activity connects theories students learn, a course activity and their field placement.

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: Multisystem specialization year class activity and assignment: Identify and assess a grant and one fundraising engagement carried out by your field agency. Students have to assess the strengths and weaknesses from a multisystem perspective. Through this process students learn about the concept of fundraising.

Title of the activity: Fundraising activity

Concepts taught: Fundraising

Courses title: SWRK 248

Explanation of how this assignment connects: This assignment requires students to identify and assess two different fundraising methods from their field agency. This is both a SWRK 248 class activity and an assignment. It teaches and helps students apply the concepts of fundraising to what they are learning in field.

2. Example Two: Multisystem specialization year class assignment: This assignment in SWK 223 is on the application of advanced social work knowledge, values, and skills using the planned change processes (engagement and assessment).. The purpose of this assignment is for the students to gain advanced knowledge, values and skills related to the planned change process and to apply these through an advanced multisystem lens.

Title of the activity: Application of Advanced Social Work Knowledge, Values, and Skills to Planned Changed Processes (Engagement and Assessment)

Concepts taught: Planned change process, engagement and assessment

Courses title: SWRK 223

Explanation of how this assignment connects: This assignment requires students to choose a client situation from their field placement and apply it to the classroom assignment on the planned change process, specifically looking at the engagement and assessment competencies (6 & 7) from a multisystem perspective. This assignment requires students to apply concepts they have learned in classes to a field client situation integrating field, concepts, and course work.

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, MSW 1 and MSW 2 Field Manuals-section 3, Field Education and Practice Curriculum, beginning on page 30 for MSW 1 and page 29 for MSW 2. 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.

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 282 and SWRK 283 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 282 or 283 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 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 the 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 exceed expectations in all areas) and “leniency bias” (being lenient or easygoing in evaluation.)
- MSW2- SWRK 282 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 advanced practice in the SSW specialization.
Not Passing:	2 – Emerging Ability: Performance demonstrates some weakness that requires improvement to Meet minimum expectations.
	1 – Does Not Meet Expected Outcomes: Performance is clearly problematic and well below expectations. Fails to complete task

Note: To receive a credit grade, performance must be at a level of 3 or 4 in 80% of the Advanced Multisystem Approach learning agreement assignments.

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

SWRK 282 – Fall Advanced Field Instructed Practice

Student Name:
Date:
Agency:
Field Instructor:
Faculty Liaison:
Number of Hours Completed:
(300 Hours 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 282 Learning Agreement. Your general frame of reference is performance of a second year, first semester Advanced Multisystem Specialization 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 advanced practice in the specialization.

Not Passing: 2 – Emerging Ability: Performance demonstrates some weakness that requires improvement to Meet minimum expectations.
1 – Does Not Meet Expected Outcomes: Performance is clearly problematic and well below expectations. Fails to complete task.

Note: To receive a credit grade, performance must be at a level of 3 or 4 in 80% of the assignments (30 out of 37)

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

Competency 1: Demonstrate Ethical and Professional Behavior		
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Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate understanding of policies, laws, regulations, and ethical guidelines to guide their practice.	Apply relevant federal and state laws/regulations such as HIPAA and the NASW Code of Ethics as a part of service delivery to a minimum of 2 clients/constituents. Maintain professional boundaries in your practice with clients/constituents and as a member of an interprofessional team.	

Comments:

2. Demonstrate the ability to make sound ethical decisions, using professional and peer consultation as needed.	Identify a current/potential ethical dilemma in your practice setting. Present a summary of the situation in supervision and/or in field seminar. Engage in critical analysis and consultation to demonstrate sound decision-making.	
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Comments:

3. Use reflexivity and anti-oppressive strategies to maintain awareness of how practice at one level impacts practice at other levels.	Discuss in supervision a minimum of 2 examples of bias or countertransference with clients/constituents that are ethnically/culturally different from you. Use self-reflection and consultation to make adjustments to your practice.	
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Comments:

4. Participate collaboratively as a member of interprofessional teams.	Participate in a minimum of 2 interprofessional team meetings within the agency or in the community (e.g., task, direct practice, community collaboration).	
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Comments:

5. Apply the values of social justice and dignity and worth of the person in oral, written, and electronic communication to support practice outcomes.	Complete oral, written and electronic communication and record keeping in accordance with agency policy and professional standards to promote client/constituent safety and to protect confidentiality.	
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Comments:

Competency 2: Engage Diversity and Difference in Practice

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Recognize the social, historical, and cultural context and their positionality when working with clients and constituencies.	Work with a minimum of 2 clients/constituents culturally different from you. Discuss in supervision your understanding of identified differences and their impact on your practice.	

Comments:

2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences.	Work with a minimum of 2 clients/constituents culturally different from you while demonstrating cultural humility. Complete a process recording to facilitate reflection and feedback.	
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Comments:

3. Choose practice models at all system levels that incorporate a critical understanding of intersectional identities in shaping life experiences	Complete the Implicit Bias test at https://implicit.harvard.edu/implicit/takeatest.html and identify how the findings frame your understanding of yourself and your work with a minimum of 2 different clients/constituents.	
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Comments:

4. Analyze the complex life stories of clients and constituencies using the lens of intersectionality and other critical theories.	Interview a client/constituent representing 2 different groups: (i.e., low income; homeless; substance use concerns; mental health concerns; LGBTQ+.)	
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Comments:

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

	Learning Agreement Assignment	Student Performance Level
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1. Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities.	Identify how the lack of access to resources such as healthcare and housing impacts 3 of your assigned clients/constituents as well as the community at large.	
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Comments:

2. Demonstrate that their practice is grounded in the belief 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.	Identify 3 specific interventions provided that addressed fundamental human rights such as freedom, safety, privacy, an adequate standard of living, and health care.	
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Comments:

3. Choose practice models based on a critical understanding of social, economic, and environmental justice to advocate for human rights at multiple system levels.	Identify and apply 2 practice models that would be employed to advocate for human rights at the micro, mezzo and macro level(s) for clients/constituents served.	
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Comments:

4. Apply up-to-date theories and strategies geared toward today's globalized, digital environment to advance social, economic, and environmental justice at multiple system levels.	Utilize in practice a minimum of 2 of the following theories to advance social, economic, and environmental justice at multiple system levels: Organizational Learning; Community Organization; Social Learning; Management; Empowerment; Conflict; and Systems Theory.	
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Comments:

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

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry.	Addressed in SWRK 292. In chapter 1 of their project or thesis, students complete a section that discusses social work ethics in relation to the research or project they are doing and discuss findings in field.	
<i>Comments:</i>		
2. Conduct research that is grounded in a commitment to social work values including dignity and worth of the person, social justice, diversity, and empowerment.	Addressed in SWRK 292. Students include a section in chapter one of their project or thesis that discusses the participants in their research or the individuals who may be involved or impacted by their projects and discuss research implications in field setting.	
<i>Comments:</i>		
3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.	Complete an assessment and service plan on a client/constituent utilizing client/constituent and agency feedback, theory and applicable research.	

Comments:

4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.	Read 1-2 research articles directly related to service delivery at your placement setting and plan with FI how to implement the findings with specific clients/constituents.	
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Comments:

Competency 5: Engage in Policy Practice

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.	Identify and discuss with FI the strengths, weaknesses, ethical issues and unintended consequences of a current health policy or law that directly impacts your agency and/or clients/constituents such as mandated health insurance coverage for California residents, healthcare insurance costs or co-pays, and disparities among healthcare coverage for different populations, and MHSA. The policy/issue being targeted must be a social justice issue, either in relation to a vulnerable population or a social problem.	

Comments:

2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.	Attend at least 2 different interprofessional community meetings approved by the FI and led by professionals from different disciplines. Compare and contrast their respective leadership styles and discuss with FI in supervision considering the following topics: humility, integrity, teamwork, and respect.	
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Comments:

3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.	Identify 3 ways in which a proposed agency-related policy may impact human rights, economic equity, and social and environmental justice and discuss in supervision.	
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Comments:

4. Demonstrate the ability to work with diverse stakeholders at the local, state, and/or federal level to develop, advocate for, implement and evaluate policies that promote human well-being, improved social services, and a more equitable society.	Attend a community meeting with stakeholders at the local, state, and/or federal level where policies impacting the agency or clients/constituents are being discussed. Note 3 key observations and options for interventions at various levels	
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Comments:

Competency 6: Engage at Multisystem Levels

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate advanced understanding of the main components of the engagement process by attending to non-verbal and verbal communication and relevant cultural factors when using appropriate interviewing approaches.	Complete and review with FI one process recording of your initial/introductory contact with a newly referred client/constituent and reflect on your engagement skills	
<i>Comments:</i>		
2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation.	Develop rapport with a minimum of 2 clients/constituents who are ethnically/culturally different from you.	
<i>Comments:</i>		
3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies.	Discuss with FI how to best engage 2 specific clients/constituents in light of their cultural/ethnic identities while evaluating the strengths, weaknesses and assumptions of alternate approaches.	
<i>Comments:</i>		
4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically.	Interact with members of the interprofessional team demonstrating professional social work interaction to facilitate joining.	
<i>Comments:</i>		

Competency 7: Assess at Multisystem Levels

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment.	Consult with members of the interprofessional team as well as informal and formal/professional caregivers as part of formulating an appropriate assessment for a minimum of one client/constituent.	
<i>Comments:</i>		
2. Assess clients and constituencies in a manner that conveys empathy.	Reflect on a client/constituent assessment. Identify how empathy was conveyed.	
<i>Comments:</i>		
3. Critique the strengths, weaknesses and assumptions of models of assessment in terms of their practical and cultural applicability with diverse clients and constituencies.	Identify the strengths and limitations of 2 different assessment models (MDA, MSE, PIE) with special consideration of telehealth and the applicability to diverse clients/constituents.	
<i>Comments:</i>		
4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually-agreed upon intervention goals.	Work with members of the interprofessional team to conduct a multidimensional assessment of at least 2 different clients/constituents. Develop a strength-based service plan consistent with goals of the client/constituent.	
<i>Comments:</i>		

Competency 8: Intervene at Multisystem Levels

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate advanced understanding of the impact of trauma and other lived experiences on the intervention process.	Provide trauma-sensitive care to 2 diverse clients/constituents utilizing appropriate trauma-informed interventions.	
<i>Comments:</i>		

2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies.	Identify 3 culturally responsive, evidence-informed strategies and apply to assessment and intervention with clients/constituents.	
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Comments:

3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and constituencies.	Discuss with FI the impact of regulations and laws on a minimum of 2 clients/constituents from different backgrounds. (i.e., Informed Consent, Advanced Healthcare Directives, Release of Information, and Caregiver Affidavits).	
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Comments:

4. Provide advanced interventions at multiple system levels to address the identified needs of diverse clients and constituencies.	Utilize advanced and appropriate interventions with 2 diverse clients/constituents whose needs require interventions at the micro, mezzo and macro levels.	
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Comments:

Competency 9: Evaluate Practice at Multisystem Levels

Behaviors	Learning Agreement Assignment	Student Performance Level
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1. Demonstrate advanced understanding of tools of practice evaluation.	Research the evaluative tools currently used at the different system levels in the agency to evaluate the effectiveness of delivered services. Explore the rationale for the utilization of the specific tool(s).	
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Comments:

2. Select culturally-responsive evaluation strategies based on assessment, values and preference of clients and constituencies.	Identify one tool which is culturally-responsive and apply it to a specific client/constituent after consultation with FI.	
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Comments:

3. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Identify the strengths, weaknesses and assumptions of at least 3 models and tools for evaluating practice with diverse clients/constituents.	
<i>Comments:</i>		
4. Conduct formal and informal evaluations of their practice at multiple system levels.	Plan with FI how to elicit evaluative feedback from a specific client/constituent. Complete a process recording and review with FI for a session which includes client/constituent feedback.	
<i>Comments:</i>		

1. Please provide specific comments on areas of strength in the student's performance:

2. Additional Comments:

Read and Agree

Read and Accept with Reservations

Read and Disagree

M.S.W. FIELD INSTRUCTOR SIGNATURE

STUDENT SIGNATURE

FACULTY LIAISON SIGNATURE FIELD

COORDINATOR SIGNATURE.

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.

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

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 283 – Spring
Advanced Field Instructed Practice**

Semester Evaluation of Student Performance

Student Name:**Date:****Agency:****Field Instructor:****Faculty Liaison:****Number of Hours Completed:**

(300 Hours for Credit)

Instructions: Using the following scale, please select the number that best describes the student's performance in completing the required activities outlined in the SWRK 282 Learning Agreement. Your general frame of reference is performance of a second semester advanced multisystem specialization 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 advanced practice specialization.

Not Passing: 2 – Emerging Ability: Performance demonstrates some weakness that requires improvement to meet minimum expectations.
1 – Does Not Meet Expected Outcomes: Performance is clearly problematic and well below expectations. Fails to complete task.

Note: To receive a credit grade, performance must be at a level of 3 or 4 in 80% of the assignments (30 out of 37)

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

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate understanding of policies, laws, regulations, and ethical guidelines to guide their practice.	Continue to apply agency related federal and state laws as well as regulations and the NASW Code of Ethics to a minimum of 2 client/constituent cases incorporating areas such as suicide risk assessment/safety planning and mandated reporting of abuse/neglect of minor or elder/dependent adult.	
<i>Comments:</i>		

2. Demonstrate the ability to make sound ethical decisions, using professional and peer consultation as needed.	Identify an ethical dilemma in at least 2 of the system levels in your practice setting. Apply relevant policies and models for ethical decision making. Present a summary of the situation to your FI in supervision, including the specific ethical standards that apply to this situation. Engage in critical analysis and consultation to demonstrate sound decision-making.	
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Comments:

3. Use reflexivity and anti-oppressive strategies to maintain awareness of how practice at one level impacts practice at other levels.	Identify a minimum of 2 examples of your use of self-reflection to recognize bias and/or oppressive practices that directly involve your client/constituent (i.e. inpatient, outpatient, community practice, policies, regulations) to support adjustments in your practice.	
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Comments:

4. Participate collaboratively as a member of interprofessional teams.	Present at least 2 cases in interprofessional team meetings incorporating multisystem levels of intervention or impact on client/constituent/caregiver.	
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Comments:

5. Apply the values of social justice and dignity and worth of the person in oral, written, and electronic communication to support practice outcomes.	Continue to complete oral, written and electronic communication and record keeping in accordance with agency policy and professional standards to promote client/constituent safety and to protect confidentiality.	
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Comments:

Competency 2: Engage Diversity and Difference in Practice

Behaviors	Learning Agreement Assignment	Student Performance Level
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1. Recognize the social, historical, and cultural context and their positionality when working with clients and constituencies.	Utilize understanding of diversity and difference to advocate in a minimum of 2 situations for more culturally responsive services at the micro, mezzo and macro levels.	
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Comments:

2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences.	Work with a minimum of 2 clients/constituents and engage in cultural humility through on-going self-reflection and use of feedback.	
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Comments:

3. Choose practice models at all system levels that incorporate a critical understanding of intersectional identities in shaping life experiences	Identify components of intersectional identities for a minimum of 2 different clients/constituents.	
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Comments:

4. Analyze the complex life stories of clients and constituencies using the lens of intersectionality and other critical theories.	Using an intersectionality lens, interview a client/constituent from 2 of the following groups: substance use concerns; mental health concerns, criminal justice involvement, conflict within the family, dependent adult, serious chronic or terminal illness.	
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Comments:

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

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities.	Identify the impact of unjust distribution of resources on a minimum of 2 specific clients/constituents.	
<i>Comments:</i>		
2. Demonstrate that their practice is grounded in the belief 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.	Identify real or potential human rights issues with a minimum of 2 clients/constituents. Discuss their impact/potential impact in supervision and implement a plan to address them.	
<i>Comments:</i>		
3. Choose practice models based on a critical understanding of social, economic, and environmental justice to advocate for human rights at multiple system levels.	Identify a minimum of one client/constituent and one family/group in need of advocacy at multiple system levels to effectively exercise their human rights. Plan your advocacy intervention in supervision prior to intervening.	
<i>Comments:</i>		

4. Apply up-to-date theories and strategies geared toward today's globalized, digital environment to advance social, economic, and environmental justice at multiple system levels.	Identify at least one issue impacting agency clients/constituents and analyze how one could apply current theories and strategies toward social, economic, and environmental justice at multiple system levels.	
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Comments:

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

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry.	Discuss with FI how research is ethically conducted related to clients/constituents or services that directly impact your placement.	

Comments:

2. Conduct research that is grounded in a commitment to social work values including dignity and worth of the person, social justice, diversity, and empowerment.	Addressed in SWRK 298/299. Students include a section in their chapter 5 discussion for thesis or chapter 3 in projects that discusses the implications for social work and how their work addresses issues of diversity, dignity and worth of the person, social justice, and empowerment, addressed in field.	
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Comments:

3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.	Identify an interdisciplinary practice concern and propose a plan to research it further to address the concern.	
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Comments:

4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.	Read a minimum of 2 research articles related to service delivery at your placement setting and plan with FI how to implement the findings at the mezzo and micro levels.	
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Comments:

Competency 5: Engage in Policy Practice

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.	Identify a minimum of 2 specific social policies or laws that directly impact your agency and/or clients/constituents such as POLST, Presley Legislation, California Healthcare Decisions Law, clients' rights to access and modify records, caregiver affidavits, and/or utilization of DSM diagnoses. Identify strengths, weaknesses, ethical implications and unintended consequences of these policies/laws.	

Comments:

2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.	Attend a minimum of 2 different interprofessional agency meetings led by professionals from different disciplines. Compare and contrast their respective leadership styles and discuss with FI in supervision while considering the following values: humility, integrity, teamwork, and respect.	
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Comments:

3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.	Attend a decision-making meeting regarding a proposed macro policy that may impact human rights, economic equity, and social and environmental justice for agency clients/constituents or the surrounding community.	
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Comments:

4. Demonstrate the ability to work with diverse stakeholders at the local, state, and/or federal level to develop, advocate for, implement and evaluate policies that promote human well-being, improved social services, and a more equitable society.	Participate in a community meeting with stakeholders at the local, state, and/or federal level where policies impacting the agency or clients/constituents are being discussed. Discuss this participation with FI.	
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Comments:

Competency 6: Engage at Multisystem Levels

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate advanced understanding of the main components of the engagement process by attending to non-verbal and verbal communication and relevant cultural factors when using appropriate interviewing approaches.	Complete one process recording of the beginning of a multidimensional assessment with a client/constituent whose ethnic/cultural identity is different than you. Identify approaches used to engage effectively.	
<i>Comments:</i>		
2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation.	Participate in a minimum of 2 team meetings to thoughtfully engage with diverse team members.	
<i>Comments:</i>		

3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies.	Engage with a minimum of 2 clients/constituents whose cultural/ethnic identity is different than yours while demonstrating cultural humility. Identify the strengths and limitations of various engagement strategies.	
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Comments:

4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically.	Plan and implement an intervention to facilitate clients/constituents sharing and to practice attentive listening.	
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Comments:

Competency 7: Assess at Multisystem Levels

Behaviors	Learning Agreement Assignment	Student Performance Level
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1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment.	Consult with members of the interdisciplinary team as well as informal and formal/professional caregivers as part of formulating an appropriate multidimensional assessment for a minimum of 2 client/constituents.	
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Comments:

2. Assess clients and constituencies in a manner that conveys empathy.	Review with FI the written multidimensional assessment for a minimum of 2 clients/constituents to explore the ways in which empathy for client/constituent and his/her family/social group is demonstrated in practice and documentation.	
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Comments:

3. Critique the strengths, weaknesses and assumptions of models of assessment in terms of their practical and cultural applicability with diverse clients and constituencies.	Apply at least 2 different assessment models (Multidimensional Assessment, PIE, MSE) for a minimum of 2 different clients/constituents from different cultural backgrounds.	
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Comments:

4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually-agreed upon intervention goals.	Work with members of the interdisciplinary team to complete a multidimensional assessment for a minimum of 2 different clients/constituents from different cultural backgrounds. Develop service plans consistent with goals of the client/constituent incorporating interventions at the micro, mezzo and macro levels.	
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Comments:

Competency 8: Intervene at Multisystem Levels

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate advanced understanding of the impact of trauma and other lived experiences on the intervention process.	Provide trauma-sensitive services for a minimum of 2 clients/constituents who are culturally different than you while utilizing appropriate interventions	
<i>Comments:</i>		
2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies.	Apply culturally responsive, evidence-informed strategies in assessment, treatment and documentation for a minimum of 2 clients/constituents.	
<i>Comments:</i>		
3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and constituencies.	Provide services for a minimum of 2 clients/constituents from different backgrounds and discuss with FI how you incorporated cultural sensitivity within applicable regulations and laws (i.e., Informed Consent, Advanced Healthcare Directives, Release of Information, Caregiver Affidavits).	
<i>Comments:</i>		
4. Provide advanced interventions at multiple system levels to address the identified needs of diverse clients and constituencies.	Provide advanced interventions for a minimum of 2 clients/constituents who are culturally different than you and whose needs require interventions at the micro, mezzo and macro levels by utilizing appropriate interventions.	
<i>Comments:</i>		

Competency 9: Evaluate Practice at Multisystem Levels

Behaviors	Learning Agreement Assignment	Student Performance Level
1. Demonstrate advanced understanding of tools of practice evaluation.	Discuss with FI the survey process (i.e., CMS, DHS, JCAHO) and participate in data collection/ survey readiness processes.	
<i>Comments:</i>		
2. Select culturally-responsive evaluation strategies based on assessment, values and preference of clients and constituencies.	After consultation with FI, identify at least one tool which is culturally-responsive and apply the tool in your work with a specific client/constituent to evaluate practice.	
<i>Comments:</i>		

3. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies.	Identify the strengths, weaknesses and assumptions of a minimum of 3 evaluative models and/or tools for evaluating multisystem practice with a minimum of 2 diverse clients/constituents.	
<i>Comments:</i>		
4. Conduct formal and informal evaluations of their practice at multiple system levels	Plan with FI how to elicit evaluative feedback from a minimum of 2 members of the interprofessional team (one of whom is from a non-social work professional).	
<i>Comments:</i>		

1. Please provide specific comments on areas of strength in the student's performance:

2. Additional Comments:

Read and Agree

Read and Accept with

Reservations Read and Disagree

M.S.W. 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.

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

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 Sub-specialization 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 Sub-specialization 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 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.](#)



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 282/283 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:

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

Other:

Services:

- | | |
|----------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Brokering |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Consultation & Collab. |
| <input type="checkbox"/> Service Planning | <input type="checkbox"/> Referral/Discharge Plng |

- | | |
|---------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Administration/Supervision |
| <input type="checkbox"/> Counseling/Therapy | <input type="checkbox"/> Grant Writing |
| <input type="checkbox"/> Advocacy | Other: <input style="width: 150px;" type="text"/> |

Length of Service: Brief

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

Location of Service Provision:

- | | |
|--------------------------------------|------------------------------------|
| <input type="checkbox"/> In-patient | <input type="checkbox"/> |
| <input type="checkbox"/> Out-patient | <input type="checkbox"/> Community |
| <input type="checkbox"/> Agency | School |

Other:

Accessibility for Students with Disabilities:

Transportation to carry out learning assignments:

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

If reimbursed, please describe:

Are educational stipends available? Yes No

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

Typical or Planned Student Assignments:

First Semester:

Second Semester:

Number of Student Placements: Graduate Undergraduate Intern

Supervision Available from Agency Staff with the following:

LCSW

MSW Year: _____

BA in Social Work Year: _____

Other: Please specify:

Field Instructor / Agency Supervisor Profile Form

Last name First name Date

Email Address Phone

Agency Name Address City Zip Work Phone

Gender: Male Female Decline to state

Degrees: BA

Year College/University Degree/Specialization

MSW

Year College/University Degree/Specialization

Other

Year College/University Degree/Specialization

Licenses: LCSW _____ 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

Social Work Education
SWRK 282/283 Field Application
(2nd 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.

THIS APPLICATION MUST BE TYPED

Child Welfare
(IV-E)

School SW
(PPS)

BHIP
(Clinical/Medical)

--	--	--	--

Last Name

First Name

DOB

Student ID

--	--	--	--

Address

Apt #

City State Zip Code

Preferred Phone

Fresno State Email

PERSONAL INFORMATION (OPTIONAL)

Gender F M Non binary Decline to answer

Do you have children? Y N

Ages of children:

--	--	--	--

Student 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 #

City

State

Zip Code

DO YOU HAVE KNOWLEDGE OF ANOTHER LANGUAGE? Y N

If yes, list the language(s):

Are you fluent in:

Writing

Speaking

Reading

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.

Note: If you are interested in applying to do your internship in your agency of employment, please contact the Field Coordinator or Assistant Field Coordinator as soon as possible at 278-3992 for information on guidelines & application procedures.

PREVIOUS WORK EXPERIENCE, INTERNSHIP & VOLUNTEER WORK (Include first year MSW Internship)

Agency	Dates	Job Title	Paid/Volunteer/Intern
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	Choose One
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	Choose One
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	Choose One
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	Choose One
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	Choose One

UNDERGRADUATE & POST GRADUATE EDUCATION

University/College	Major	Date of Degree
1. <input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>

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 in which we plan for field internships. List your preference for at least five (5) locations. Use "1" for the most preferred, "2" for the next most preferred, etc. Please note that placements are NOT available in every location every year. Students are not guaranteed to receive a placement in the area of their choice.

<input type="checkbox"/> Northfork/Foothills <input type="checkbox"/> Dinuba/Reedley <input type="checkbox"/> Fresno & Vicinity <input type="checkbox"/> Southwest Valley (Hanford, Coalinga) <input type="checkbox"/> Central Coast (San Luis Obispo, Atascadero)	<input type="checkbox"/> Madera <input type="checkbox"/> Southeast Valley (Porterville, Exeter) <input type="checkbox"/> Visalia/Tulare <input type="checkbox"/> Merced Other: <input style="width: 150px; height: 20px;" type="text"/>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AREA OF PRACTICE INTERESTS

Indicate below your field placement interests by ranking at least four (4) preferred areas from those listed; including any listed by you in the "other" category. Use "1" for the most preferred, "2" for the next preferred, etc. Please note that placements related to all interest areas are not available in every geographical location.

<u>Child Welfare (IV-E)</u>	<u>BHIP</u>	<u>SSW (PPS)</u>
<input type="checkbox"/> Administration	<input type="checkbox"/> Hospice	<input type="checkbox"/> Public K-6 School
<input type="checkbox"/> Adoptions	<input type="checkbox"/> Aging/Gerontology	<input type="checkbox"/> Public 7-8 School
<input type="checkbox"/> Policy Planning	<input type="checkbox"/> University Student Services	<input type="checkbox"/> Public 9-12 School
<input type="checkbox"/> Public Child Welfare Services	<input type="checkbox"/> Health/Medical	
	<input type="checkbox"/> Alcohol/Substance Abuse	
	<input type="checkbox"/> Child/Adolescent Services	
	<input type="checkbox"/> Criminal Justice	
	<input type="checkbox"/> Developmentally Disabled	

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

PLACEMENT AGENCY

FIELD INSTRUCTOR

FACULTY LIAISON

ACADEMIC ADVISOR

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

1.
2.
3.
4.

Performance Area

Current Level of Performance

**Meets Expected
Outcomes**

Emerging Ability

**Does Not Meet
Expected Outcomes**

1. Professionalism

a. Attendance and Time Management

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:

--

Consequences for Continued Unsatisfactory Performance:

1.
2.
3.
4.

Next Review Date: _____

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

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

Field Coordinator Signature

Date

Corrective Action Plan For Unsatisfactory Student Performance in Field Placement

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

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

STUDENT NAME: MSW Student

DATE:

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

PLACEMENT AGENCY:

FIELD INSTRUCTOR:

FACULTY LIAISON:

ACADEMIC ADVISOR:

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

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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.	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:

Dismissal from the field placement agency.

No Credit grade for SWRK 280

Referral to academic advisor for planning.

4.

Next Review Date: 11/16

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

Student Signature Date

Field Instructor Signature Date

Faculty Liaison Signature Date

Field Coordinator Signature Date